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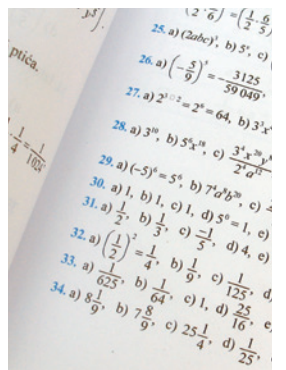
& how to work with schools

A Primer For Those Who Want To
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NASBE

National Association of
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/purpose of the guide

Educators often say, "to know one school is to know one school." Indeed, the education system is widely variable and causes confusion at many levels. This guide is intended to assist anyone who would like to work more closely with various facets of the education system—with policymakers, school administrators, teachers, and other school staff—to improve the health, safety, and well-being of children and youth in schools. It aims to help people from different backgrounds, occupations, and training to better navigate the complex web of the education system.

Many sectors are interested in working with and in schools on a vast array of issues and projects. However, the education system has fundamentally different goals and desired outcomes than most of its potential partners, as well as its own language, practices, and funding streams. While these partnership opportunities might benefit schools, students, staff, and ultimately communities, they cannot be fully realized if partners or collaborators do not understand the context in which education operates.

/why schools?

Schools are a key community institution, with 99 percent of all children and youth from ages 5-18 years old spending many hours of their days through much of the year in school.[1] Elementary and secondary schools—from kindergarten through 12th grade—serve children and youth during critical developmental years, and schools have significant influence on the lives of young people, providing a setting in which social relationships develop, social norms are created and reinforced, and children and youth have the opportunity to apply academic learning to their lives.

Schools present an optimal and widely studied setting for programs that can have lifelong positive physical and mental health benefits for students and communities. Much of this research is reflected in seminal works that guide and set priorities for health policy and practice across the nation, such as *Healthy People 2020* and the *Community Guide to Preventive Services*.[2] In particular, several key *Healthy People 2020* goals highlight the connectedness of education and health status, as well as the importance of schools as sites for

Self-Reported Health Status Among Persons Aged ≥ 18 Years, By Education Level / National Health Interview Survey, United States, 2011.

Legend:
- < HS Diploma
- HS Diploma or GED
- Some College
- Bachelor's Degree or Higher

Categories: Excellent or Very Good | Good | Fair or Poor
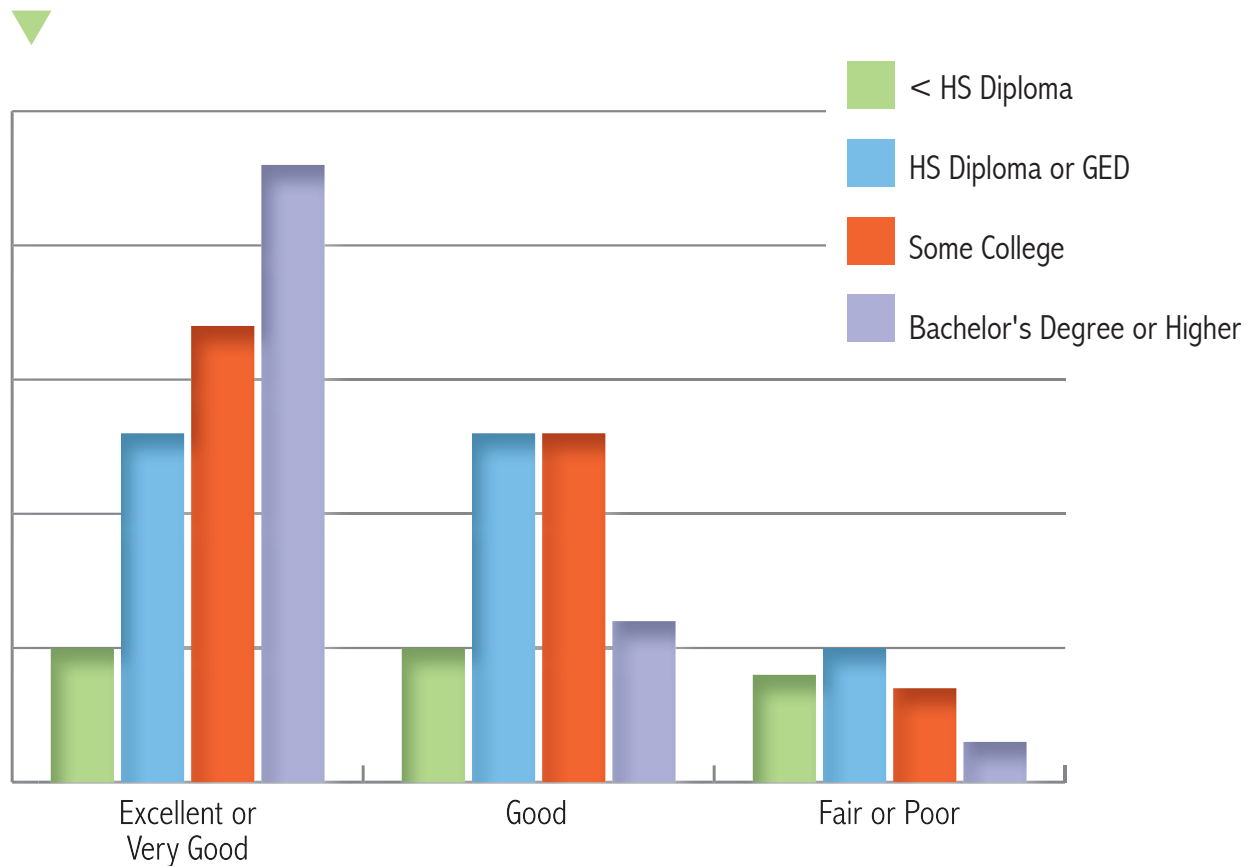
critical interventions.[3] These works highlight this connection because many leading causes of death, such as chronic diseases or injuries, are related to behaviors that are adopted during youth and carry forward into adulthood. At the same time, data show that educational attainment and health status during adulthood are connected:[4] adults who report "excellent or very good" health status are more likely to have attained higher levels of academic outcomes than those who report lower levels of health status.[5]

School-based programs hold much promise and describe actionable steps that adults can take to alter school's structure and what occurs every day in schools. These interventions have the potential to enhance or impede children's development, health, and well-being—and, in turn, their academic achievement. The potential for positive results is important, as research suggests safe, supportive, and health-promoting schools enhance student achievement. For example:

▶ If students report a strong sense of engagement with and connectedness to school and/or adults at school, they are more likely to do well academically and socially.[6]

▶ Students who report having a higher number of "developmental assets"—qualities that help young people navigate the world, such as positive relationships, perceptions, values, opportunities, and skills—tend to do better academically than those with a lower number of assets. Additionally, those students who are able to increase the number of reported developmental assets over time are also able to improve their academic standing.[7]

▶ Students who attend schools that promote physical activity—through physical education, physical activity breaks, or physical activity integrated into classroom learning—benefit from this activity, as demonstrated by a range of academic and cognitive outcomes.[8]

Research also shows that without thoughtful and meaningful steps to promote health, well-being, and student safety, schools cannot realize their ultimate goal: to instruct children toward their optimal academic development and achievement. Children are unlikely to achieve to their full potential if they are sick, in pain, hungry, depressed, or scared, as they are likely to be too preoccupied to focus on learning. Consider the following relationships between health and learning:

▶ A recent analysis shows that adolescents who engage in higher rates of risk behaviors associated with the leading causes of death, disability, and social problems are significantly less likely to do well academically.[9]

▶ Data from the most recent Youth Risk Behavior Surveillance System indicates that students with higher grades are significantly less likely to engage in risky behaviors that can lead to illness or death during adolescence or adulthood, such as carrying a weapon, cigarette use, alcohol use, sexual activity, watching television three or more hours per day on an average school day, or being sedentary.[10]

▶ Asthma and dental pain are two of the leading causes of school absenteeism. Children with dental pain have been shown to miss more school and perform worse than their peers without dental pain. One study estimates that in a single year, more than 51 million hours of school may be missed because of a dental-related illness.[11] Other studies suggest that students with asthma also miss more school than their healthy peers.[12] Data from 2008 show that almost 60 percent of students with asthma miss at least one school day due to asthma per year, totaling 10.5 million school days.[13]

▶ A recent nationwide survey found that about 25 percent of students in grades 9-12 reported feeling so sad or hopeless every day for at least two weeks in the year that they stopped some of their normal activities.[14] A similar survey undertaken by the Austin, Texas, school district reported that 15 percent of the district's high school students and 11 percent of middle school students said they missed one or more school days during the last month because they "felt too sad or depressed to attend."[15]

▶ Children who are hungry or poorly nourished *do not do as well academically as their non-hungry peers*, but can improve their performance if they eat breakfast. Students who eat breakfast at school have lower rates of tardiness or absenteeism than peers who do not eat a school breakfast.[16]

▶ Almost 6 percent of high school students in 2011 reported missing one or more days of school because they felt unsafe there or on their way to or from school.[17]

▶ During the 2009-2010 school year, bullying occurred on a daily or weekly basis in 23 percent of public schools; 3 percent of schools reported that bullying causes widespread disorder in classrooms on a daily or weekly basis.[18]

/addressing academics and non-academic barriers to learning

Despite the deep connections between a student's health, safety, and sense of well-being to academic achievement, the education sector often does not have the resources—material, financial, knowledge, or personnel—to sufficiently address the myriad challenges that students regularly face. Some school leaders consider these issues to be outside the scope of their jobs, and many are concerned about diverting time and resources from academic learning.[19] The overwhelming concern of all educators is to ensure that every student demonstrates good performance to challenging academic standards. Most educators understand intrinsically that this goal cannot be met if students are unable to come to school ready to learn. Consequently, schools must help students by ensuring they have not only the academic supports needed to excel academically, but also the social, emotional, health, and mental health supports needed to learn to their fullest potential.

Currently, the education system focuses its efforts and resources on ensuring students' health, safety, and wellbeing through these general means:

Curriculum and Instruction: A sequential, progressive course of study that conveys content and builds skills to help students achieve their academic goals, as defined by a state and/or school district. The academic goals are found in standards set by the state and local board of education (e.g., history standards, mathematics standards, etc.). The standards set grade-level learning expectations, but they only provide the framework for the curriculum—the standards are not in themselves a curriculum. The curriculum describes the specific content and activities that are covered in a classroom over a school year and might integrate with before- or after-school programs.

Policy: A set of rules or guidelines formulated or adopted by an education organization. Policies may be formal or informal, and can direct how the education system operates. Formal policies can be implemented and enforced at the federal, state, local, or individual school levels. Examples of formal policies might include requirements about what food or beverages can be sold or served during school, immunizations that are required for school attendance, graduation requirements to include physical education, or requirements that all schools have an up-to-date emergency plan. These policies would require adoption or ratification by a policymaking body or individual, such as Congress, a state or local school board, or a state legislature. Other policies are informal and might only entail a school principal or superintendent deciding to implement new guidelines or enact a rule (a school dress code, for example).

Practice: The manner in which policy is implemented. Over time, a practice might become an informal policy in and of itself by creating expectations for certain actions within a school or district. The translation of policy to practice can promote or undermine the effectiveness of any action. Examples of practice are

Physical health, which includes promoting physical activity, addressing hunger and nutrition, managing asthma and other chronic diseases and associated medications, preventing injuries, handling infectious disease outbreaks, and maintaining a healthy physical building structure for learning (such as lighting, ventilation, chemical management).

Mental health, which includes promoting an inclusive school environment, early detection of depression and/or suicide warning signs, preventing bullying, promoting positive youth development and assets, and addressing substance abuse prevention and recovery.

School and student safety, which includes prevention and mitigation of, response to, and recovery from events such as school violence, including natural disasters, human-caused emergencies (gas leaks, fires, equipment failures, etc.), school shootings, or other acute or prolonged crises.
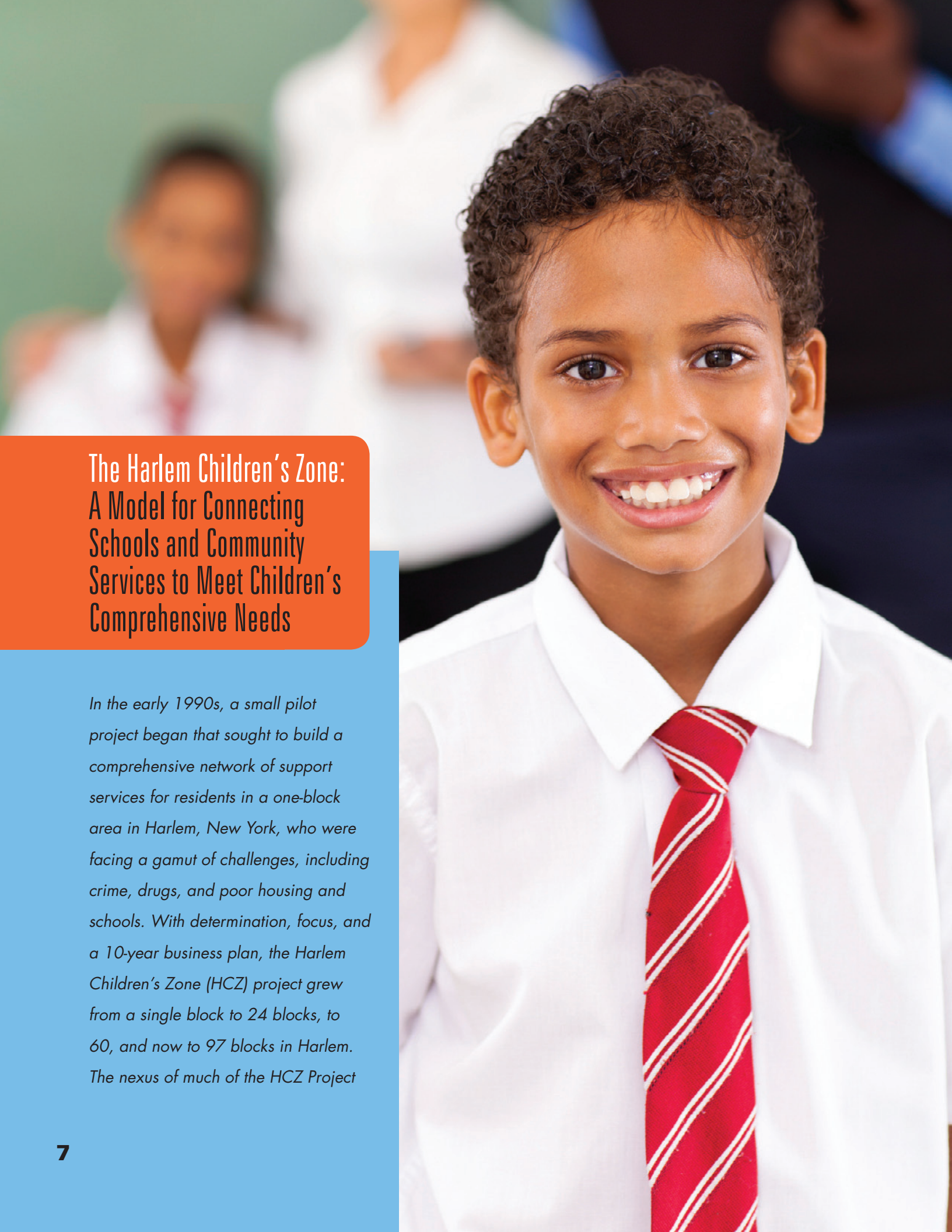
integration of physical activity into lessons, testing an emergency plan on regular basis, or providing classroom-based school breakfast for all students.

It should be noted that "practice" has another meaning commonly used in education, which refers to "the carrying out or exercise of a profession," generally the practice of teaching or being an administrator. "Best practice," also commonly used in education, means carrying on one's work (be it teaching, policymaking, or program implementation) in the most effective and productive manner possible—or, doing what research has shown to work best.

Student Support Services and/or Coordination: The presence of on-site services or referral to off-site services designed to support student health, well-being, or development. Examples of services include school-based health services, mental health counseling, or referrals to community organizations that can provide a range of services in those areas, as well as serve as a focal point to coordinate services being provided to the affected student's family.

Personnel: The people within the education system whose responsibilities and roles include supporting students' academic achievement, health, safety, or well-being. Health and well-being personnel can encompass a wide range of school-based professionals, including nurses, qualified mental health providers (e.g., social workers, counselors, or psychologists), physical education and health teachers, school resource officers, and

The Harlem Children's Zone: A Model for Connecting Schools and Community Services to Meet Children's Comprehensive Needs

In the early 1990s, a small pilot project began that sought to build a comprehensive network of support services for residents in a one-block area in Harlem, New York, who were facing a gamut of challenges, including crime, drugs, and poor housing and schools. With determination, focus, and a 10-year business plan, the Harlem Children's Zone (HCZ) project grew from a single block to 24 blocks, to 60, and now to 97 blocks in Harlem. The nexus of much of the HCZ Project

are the schools, which combine high-quality teaching, high expectations for students, and academic case management. Over time, the schools have expanded to include students from prekindergarten through high school, and the project even supports these students into college. The HCZ's "Baby Academy" provides support and education for expectant parents and those with infants and toddlers up to three years old. The HCZ promotes physical health through its school-based health center, asthma and healthy living initiatives, access to play spaces, as well as through free classes for middle-school students on karate, fitness, and dance. The HCZ also promotes pro-social behavior with supportive programs for foster children and children and families experiencing domestic violence. HCZ staff and leadership recognize that without these supplemental supports and programming—reaching far beyond the traditional priorities of schools—children cannot achieve their highest potential.

The HCZ is an ambitious example of a "place-based" intervention, focused on a key geographic area, creating comprehensive, coordinated, and complementary policies, practices, services, and programs to promote academic achievement as well as child, family, and community health and well-being. The Obama administration has sought to emulate this model through the Promise Neighborhoods initiative, which supports building comprehensive approaches to improving academics by building community-based resources and assets.

For more information on The Harlem Children's Zone, visit **www.hcz.org**

curriculum coordinators. This category includes classroom teachers, who are the "front line" for students and who, with support and training, can identify students in need of greater support or students showing warning signs of health or safety issues. More broadly, this category also includes crossing guards, school bus drivers, food service professionals, and playground monitors. All categories of personnel receive varying levels of ongoing professional development throughout the school year and/or before entering their jobs.

Supplemental or Supportive Programs: These efforts are designed to provide additional exposure to certain issues or opportunities for enrichment and development for students. Programs may or may not be funded by the education system; an affiliated group such as the PTA or a community or other outside group that offers funding, personnel, or technical expertise might provide these opportunities. Activities supported by these groups can include intramural sports or activities, afterschool clubs or activities, or links to community activities. These may or may not be well integrated into the curriculum and school structure or be coordinated with school personnel or services.

Most work in education revolves around these major categories. Ideally, educators design their school systems or schools to support students, maximizing all the resources at their disposal from these areas. Their efforts to help students meet their highest potential should, in theory, assess, understand, and acknowledge the vast and various needs of their students and create a school system that can address these needs.

In reality, schools face many priorities, which sometimes compete with one another for resources and attention. Partners must be willing to recognize these competing needs and frame their proposed efforts to complement, not compete with, schools' existing demands and priorities. Ultimately, it is this type of collaboration that best serves the interests and needs of students and schools.

/connecting health and education to meet the full range of children's needs

Schools—and educators—do not exist in a vacuum; rather, they are an integral part and reflection of the communities they serve. By considering the role schools and educators play in a broader community context, partners might be more successful in meeting overlapping and mutually beneficial goals. Educators have long recognized that they cannot meet their goals without the assistance, infrastructure, and cooperation of their local community. The work of schools requires effective cross-sector collaboration and engagement: in short, a whole-community approach to helping students optimally meet their intellectual, developmental, social, and emotional needs.

This guide is intended to help those not familiar with the education environment navigate its complexities so they can better assist schools in achieving their mission of ensuring that all children are successful in their academic pursuits. The following sections describe:

- ▶ How the education system works at the federal, national, state, local, and school levels;
- ▶ Ways to meaningfully and positively engage with the education sector;
- ▶ Questions to consider before and during your work with the education sector;
- ▶ Answers to frequently asked questions about the education system; and
- ▶ Resources for additional information.

Appendices provide additional and more detailed information for reference and referral. Appendix A is a glossary that defines many common education terms, including some used throughout this document, indicated by italics. Appendix B describes the various adults who support teaching and learning. Appendix C is a list of federal programs and resources that support schools and students in the school setting. Appendix D is a list of additional resources.

chapter 2 /
how schools work

The U.S. K-12 education system is a complex and massive enterprise. For the 2012-2013 school year, the education system is projected to spend more than $591 billion, with spending per individual pupil averaging $11,810 nationally.[20] State averages for per-pupil spending in FY2011 ranged from $6,326 (Utah) to $20,793 (District of Columbia).[21]

Nearly all school-aged children and youth in the country are enrolled in either *elementary* or *secondary* schools. In the fall of 2013, more than 50 million students were projected to attend almost 99,000 *public schools* in the United States, which includes an ever-expanding number of public *charter schools*, with an additional 5 million students attending about 33,400 *private schools*. Additionally, school systems across the country employ over 3 million adults.[22]

Because schools are *decentralized*, there are very few generalities that exist for characterizing all school districts or schools. Distinct state, territorial, and tribal school systems differ in substantive ways, but often work in parallel, with different and overlapping laws and authorities.

In addition, public schools are in a state of near-constant reform and improvement. For decades, policymakers and leaders have debated education issues, such as how to ensure equitable access to all students to high-quality education, improve academic outcomes for all students, or compete with other countries on student achievement and outcomes. But researchers are continually uncovering evidence to support or refute many aspects of educational policy and practice and new political leaders take office with their own ideas for education reform, so educational trends begin, change, or end on a fairly regular basis. Despite these ongoing changes and reforms, some key pieces of infrastructure remain fairly stable, as described below.

/the federal role in education

Although the U.S. Constitution does not specifically provide federal authority for education,[24] the U.S. Congress can pass laws that impact education and schools by providing specific authority for federal agencies through the authorization process, as well as providing funding through the appropriations process. Congress can also pass laws affecting students and their access to education. The U.S. Supreme Court has

State and local governments provide the vast majority of public school funding, about 87.5 percent in FY 2011. On average, the state and local shares are roughly equal, though this can vary considerably across states. The federal government provided about 12.5 percent of all school revenues in FY 2011. This, too, varies considerably across states: in FY 2011, the federal government provided New Jersey with 5.9 percent of its public school revenues, while Mississippi received 22.4 percent of its school revenues from the federal government.[23]

Generally speaking, the rate of *federal* spending on education fluctuates with the priorities of Congress and the White House. In FY 2010, the federal government invested an unprecedented amount of funding into public schools, with over 97.4 billion from the American Reinvestment and Recovery Act (ARRA) allocated for education through the Race to the Top and other programs.

States tend to raise funds for schools using a yield from sales taxes, income taxes, and corporate taxes, sources that vary with the health of the economy and thus are vulnerable to unpredictable budget shortfalls.

At the *local* level, most funds for K-12 public schools are raised through local taxes on private property. Although a local property tax is a fairly stable source of funding, disparities in local wealth often directly affect the funds available to schools, reflected in the disparities in per student spending within and between school districts. Even if voters choose to tax themselves at a relatively high rate, low community property values can mean inadequate resources for schools.

Many states have taken the initiative or have been forced by legal challenges to address these inequities in education funding, which compromise the guarantee found in state constitutions that all students have equal access to an adequate public education. States have adopted ballot measures, such as California's Proposition 98 and 111, to ensure funding equity, or have raised funds from lotteries and other mechanisms, or redistributed locally raised taxes through legislative means to help ensure equity in funding.

How are Public Schools Funded?

The Public Education Governance Structure, Simplified ▼

State Level

- Governor
- State Board of Education
- Legislature
- Chief State School Officer
- State Education Agency Staff

School District Level

- School Board — Local Government
- Superintendent
- Central Office Staff

School Level

- Principal — Parent Advisory/ School Improvement Council
- School Staff
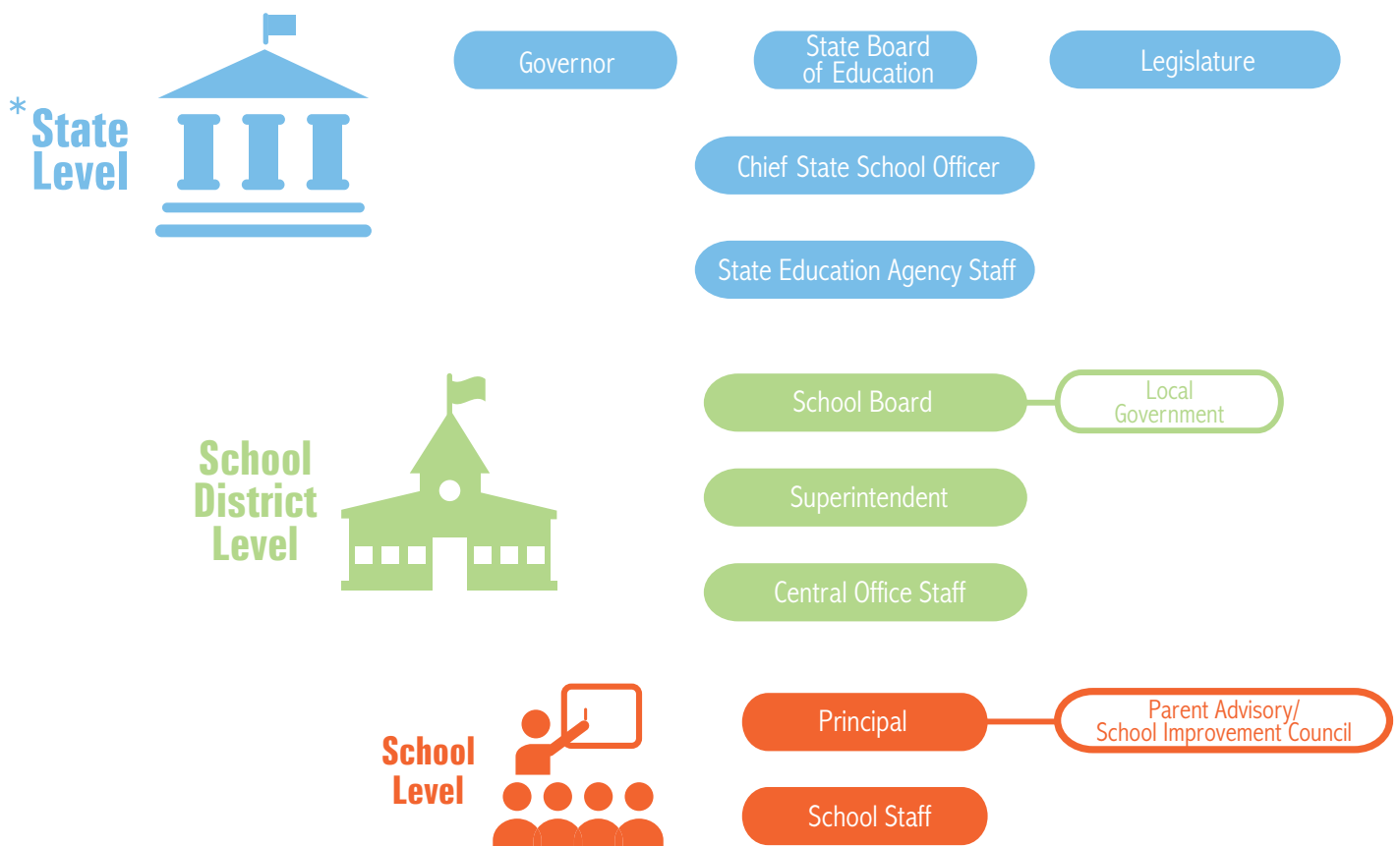
*Note: Each state's governance structure is unique: lines of authority among policymakers vary.

occasionally considered challenges to Congress's laws and the Court's subsequent decisions have changed the course of education policy and practice.

Within the Executive Branch, Congress has granted the U.S. Department of Education (ED) primary oversight of the federal investment in education. Contrary to popular thought, ED's ability to influence education policy and practice is actually very limited by both the U.S. Constitution and its governing legislative *authority*, the *Elementary and Secondary Education Act* (ESEA), originally passed in 1965. ESEA specifically prohibits ED from directing local school districts' actions related to specific curriculum, personnel, or budget.

Since ED's establishment as a stand-alone agency in 1980, policymakers and the public have been embroiled in a debate about the appropriate federal role in education. This debate continues, in a theoretical consideration of state versus federal power, but also as a practical matter in terms of the laws that authorize ED and its activities. Because ESEA includes a stipulation that it must be periodically reviewed, reconsidered, and renewed, Congress must continually assess ESEA's design and structure. Through this "reauthorization" process, Congress can reimagine the law, its levers for advancing change, and its enforcement mechanisms.

Likewise, Congress can choose to reauthorize or reapprove an identical law to the one already in effect. Since 1965, ESEA has been reauthorized many times, reflecting the prevailing philosophies on education policy and practice.

ESEA was last reauthorized in 2001 with a version termed "The No Child Left Behind Act" (NCLB), signed into law by President George W. Bush in 2002. Under this version of ESEA, the federal role in education was greatly expanded by requiring states to establish rigorous standards and to periodically assess students on those standards, with the goals of being able to more closely monitor student achievement and progress towards closing the persistent achievement gap between racial/ethnic groups. This current authority officially expired in 2007—and as of April 2014, Congress has not been able to reauthorize the law, meaning the underlying premise of NCLB and its authority structure for ED remain unchanged. ED has adapted this authority to reflect current thinking and priorities about education through a waiver process for states. As Congress continues to debate ESEA reauthorization, federal authority and ED's functions will likely remain at the forefront of the debate.

DEPARTMENT OF EDUCATION

Regardless of what version of ESEA is enacted, ED's guiding mission remains constant: "to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access." To foster educational excellence, ED oversees budget authority and funding for programs currently authorized by NCLB through formula grants and competitive grants:

▶ **Formula grants** are awarded to states or school districts through states, based on specific demographic factors. One of ED's best-known (and, at over $13 billion, its largest) formula grant programs is Title I, which provides funding to cover the extra costs associated with educating low-income students. Such large formula grants provide the federal government with its greatest leverage for affecting state and local education, since states and school districts accepting this money must also adhere to certain requirements established in the law (for example, under NCLB, the requirement that states yearly assess all students in grades 3 through 8 and once in high school).

▶ **Competitive grants** are awarded to applicants after a thorough review, scoring, and ranking process specific to a program authorized under current legislation. The number of grants awarded may not be consistent year to year, as the number will depend on the amount of funding provided by Congress each year, as well as the individual budget requests approved.

Grants, particularly competitive grants, give ED the flexibility to structure programs in order to reflect current evidence and best practice, as well as allow an administration to promote its priorities.

ED is responsible for ensuring that all students have equal access to a high-quality education. It provides funding and technical support to states and school districts to ensure that all students, including those with physical and developmental disabilities, receive a "Free Appropriate Public Education" (FAPE), as authorized by the *Individuals with Disabilities Act of 2004*, or IDEA. This law provides funding for state and local education agencies to ensure that all children and youth with disabilities, from birth to age 21, have access to the same level of educational services as other students in the school.

ED protects the rights of individual students by enforcing laws and pursuing claims of discrimination by any entity receiving federal education funds, in violation of a student's defined civil rights (as defined by law, based on race, color, national origin, sex, disability status, and age). ED protects an individual student's privacy and confidentiality of student records by enforcing the *Family Education Rights and Privacy Act* (FERPA). Under FERPA, students' records cannot be shared outside a school, except in certain defined circumstances, without a parent's or of-age student's consent. ED can pursue complaints, provide compliance assistance, or even seek legal remedy for violations of either civil rights or privacy rights cases.

More information on special education, civil rights laws, and FERPA can be found in Appendix A.

OTHER FEDERAL AGENCIES

In addition to ED, several other federal agencies oversee operational components of the education system. For example, the U.S. Department of Agriculture (USDA) operates the large and far-reaching school meal programs, which include the National School Lunch (NSLP) and National School Breakfast Programs, as well as programs that provide healthy after-school snacks and food assistance during summer breaks. In FY 2011, over 31 million students received free or reduced lunch and about 12 million received free or reduced price breakfast every day. USDA is responsible for setting standards for food served as part of their meal programs and, as a result of the Healthy and Hunger Free Kids Act of 2010, has also set standards for food sold in schools outside the school meal program. In addition, USDA has the authority to require and monitor a requirement that all schools that receive funding under the school meals program have a *Local Wellness Policy*.

Other agencies oversee specialty schools. *The Bureau of Indian Education* in the Department of Interior, for example, provides support for schools on Native American lands and Alaskan Native villages. The Department of Defense operates schools overseas and on some military bases in the United States through its *Department of Defense Educational Activity*.

Several other federal agencies play important roles in providing services students need to learn optimally. These agencies provide a broad range of supports and services to the education sector, supporting all of the components of school health, from substance abuse services to suicide prevention programs, policy and practice coordination, and school health personnel. Appendix C contains several examples of these agencies and their various roles, as well as some grant opportunities offered by different federal agencies.

The federal government can also use its key representatives and initiatives to advance and promote particular issues and encourage action across the education field. For example, ED awards "*Blue Ribbon Schools*" distinctions annually to individual schools that have met specific academic requirements. It has also awarded "*Green Ribbon Schools*" distinctions to individual schools that have made strides in promoting environmental health and student well-being. USDA recognizes individual schools through its HealthierUS Schools Challenge, which is given to schools that meet specific criteria for nutrition and physical activity. Appendix C includes more information about these recognition programs.

Let's Move! and other First Lady Initiatives

Beginning in 2010, First Lady Michelle Obama kicked off her signature **Let's Move!** Initiative, aimed at reducing childhood obesity to five percent by 2030. Let's Move! focuses on four key pillars: empowering parents and helping create environments that support healthy choices; providing healthier food in schools; ensuring that every family has access to healthy, affordable foods; and increasing the opportunities for kids to be physically active.

Mrs. Obama has used Let's Move! to call attention to this issue, as well as to rally support from all sectors, including business, government, private nonprofits and foundations, and individual parents, families, and children. She has used Let's Move! as a springboard to promote—and celebrate—actions across the country in cities and towns, public parks and outdoor spaces, and in schools.

The Let's Move! initiative promotes and supports a coordinated strategy and action plan, detailed in a report by the Task Force on Childhood Obesity, comprised of several federal agencies, which was submitted to President Barack Obama in 2010. More information, including the Task Force's report, can be found on the Let's Move! website at www.letsmove.gov.

Such initiatives emanating from the First Lady's office are not unusual and can provide citizens, businesses, and other organizations additional ways to support young people. For example, early in President George W. Bush's first term, First Lady Laura Bush launched **"Ready to Read, Ready to Learn,"** an education initiative that promoted best practices in early childhood education and raised awareness of innovative teacher training programs.

For more information on the *Let's Move!* initiative, visit **www.letsmove.org**

/national organizations' role in education

Many other national-level non-governmental organizations provide assistance to and set standards for the education sector. National groups might advocate on behalf of specific issues at the federal and/or state levels or establish nation-wide standards or guidelines based on evidence or best practices. For example, one organization certifies teachers with a high level of distinction, making those "Board Certified" teachers highly sought after by school districts across the nation and elevating those teachers to higher levels of achievement and honor. Other organizations might represent a group of educators, such as individual teachers, administrators, or affiliated school staff, who look to the organization to provide technical assistance and professional development, or to advocate for optimal working conditions for staff. Several national organizations work to support and promote charter schools. In addition, groups of organizations might work together to establish and promote an accepted set of national academic standards, such as the current Next Generation Science Standards. These national groups are influential and often powerful, serving as a unified voice for many disparate professionals in the education field.

/the state's role in education

Public education is primarily a state responsibility and the authority for education is relegated to state governance structures, which vary widely from state to state. For some states, their constitution delineates the state's authority, while in other states the education code is adopted by the state legislature. A state's governor can propose a state budget and new policies or programs, but the state legislature has to pass these laws or the state board of education has to adopt policies or education regulations or rules, also known as administrative code. These laws, policies, and administrative codes affect a range of issues, generally including:

▶ Education goals and standards;

▶ Graduation requirements;

▶ Teacher certification standards and professional development requirements;

▶ Assessment programs and other accountability measures to ensure that school districts and schools perform at acceptable levels;

▶ Teacher evaluation standards and guidelines;

▶ Days or hours required for students per school year;

▶ School closure in the event of a public health emergency; and

▶ Time requirements for certain subjects, such as physical education.

While core academic issues have traditionally been the focus for states, they have also passed a wide-ranging variety of laws and policies related to student health, safety, and wellness, with different requirements and authorities. The National Association of State Boards of Education's State School Health Policy Database includes a state-by-state compilation and description of laws, legal codes, rules, regulations, administrative

orders, mandates, standards, resolutions, and other written means of exercising educational authority broadly related to student health, as well as other available supplemental guidance or non-binding materials, as available. This database is organized using six broad categories: curriculum and instruction, staff, health-promoting environment, student services, accommodation, and coordination/implementation.

State entities (most often the state board of education) have the authority to decide on and enact academic standards that all students must meet, usually by grade level. Some states provide guidance on benchmarks that help assess growth towards academic standards. While all states emphasize their independence and stress their authority to govern their own schools, it should be noted that parents frequently want to compare their child's progress with students in other places. As the United States faces increasing economic competition from other countries, states' standards have trended toward looking more alike than not. For example, all but a few states have now adopted more rigorous, common academic standards called the Common Core State Standards, which emphasize higher order thinking skills for math and English language arts.

In addition to some or all of the issues above, state entities, such as state boards of education, are responsible for overseeing and sometimes authorizing charter schools, which are public schools that operate independently of the public school system. These schools offer more management flexibility than traditional public schools, but are still held to public performance standards. For school year 2012-2013, there were over 5,000 charter schools across the country, with about half of those in cities. Many entities can serve as "charter agents" —those that have authority to grant a charter to a school—including state boards of education, independent charter boards, local school boards, and universities, depending on individual states' charter school law.[25]

The Supremacy Clause, part of Article VI of the Constitution, posits that federal law is the law of the land. Generally in education law, if the U.S. Congress has the authority to make laws, these laws serve as the basis for any supplemental laws at the state or policies or codes at the local level. In many cases, federal laws serve as the "floor" for state or local laws—the very minimum standard that must be met— and states or localities can set their own laws or policies that exceed or go beyond that "floor."

For example, the Healthy and Hunger Free Kids Act of 2010 gave authority to USDA to regulate foods sold outside the school meals program. States have the ability to set their own nutrition standards that exceed those set by USDA, but states cannot set laws that defy those standards. In other words, federal law preempts state law.

NASBE's State School Health Policy Database can be found at **www.nasbe. org/healthy_schools/hs**

State Boards of Education provide educational leadership in a state, serving as policymakers, advocates for high quality education, liaisons between local level educators and state policymakers, and consensus builders, ensuring that the public's voice is reflected in state education policy. The governor appoints state boards in 33 states, while the boards are elected in 8 states. Four states feature a mix of elected and appointed members. Minnesota and Wisconsin do not have state boards of education. Nineteen states boards of education include student members. The number of members on state boards varies, as do the length of the terms those members serve.

Another important state education leader is the **Chief State School Officer** (CSSO), also known as the state superintendent, commissioner, secretary, or director of education. This powerful official functions as the chief executive officer over the state education agency and is responsible for translating state laws and policies into programs and regulations. The chief is also the primary public spokesperson for the state public education system. According to current data (which include states, territories, and the District of Columbia):

▶ 25 CSSOs are appointed by the state board of education;
▶ 17 CSSOs are appointed by the governor (or in DC's case, the mayor); and
▶ 12 are elected on partisan or nonpartisan ballots.

The National Association of State Boards of Education (NASBE) provides a state-by-state review of all state governance models that can be found at www.nasbe.org/wp-content/uploads/State-Education-Governance-2013-State-by-State-Matrix.pdf.

States have different names for their state education agency (SEA), such as the state department of education or public instruction. For the most part, career public servants staff the SEA, overseeing many federal and state programs and distributing funds, developing standards and curriculum guidance, measuring results and evaluating programs, and providing technical assistance to educators across the state.

The composition of SEA staff positions can vary widely from state to state. Some SEAs include curriculum and education specialists in a wide range of content areas, as well as specialists devoted to helping low-performing districts and schools. Other staff members handle legal issues and still others ensure compliance with federal and state regulations—though in recent years many states have directed SEAs to put more focus on providing assistance and less on compliance-related "bean counting."

In addition, SEA staff often participate in multi-sector collaborations with other state agencies and entities to enhance and amplify the possible impact they can have within schools in the state. Collaboration between SEAs and state health departments in particular is likely to grow. Historically, SEAs could receive funding from the Centers for Disease Control and Prevention (CDC) for a position focused on facilitating the implementation of the Coordinated School Health Program in the state. In 2013, CDC's funding stream changed, providing

State-by-state review of all state governance models: **www.nasbe. org/education-issue/ education-governance**

funding to state health departments instead of SEAs. In fact, even before this change, state health departments often had capacity to support school health, which has been enhanced with this funding change.

/the local role in education

Most states delegate their authority for school control to the local level. The school district, also known as the local education agency (LEA), is the public school system's primary unit of administration for a designated geographic area. There are more than 13,000 school districts across the United States, which sometimes overlap the boundaries of municipal governments. Furthermore, school district boundaries do not always correspond with those of other agencies and government jurisdictions. The size of districts varies considerably, both in terms of their geographical size and the number of students they serve. As shown in the chart below, the vast majority of school districts are small—more than 60 percent of districts have fewer than 5,000 students. However, more than half of America's students are enrolled in fewer than 1,000 districts.[26]

The number of school districts in a given state also varies considerably across the country. Several states, such as Maryland and Florida, have districts that match the states' counties, giving Maryland a total of 24 school districts. Next door in Pennsylvania there are 514 districts and nearby New Jersey has nearly 600. The trend throughout the 20th century was to consolidate small or remote school districts into larger units—in 1952 there were 69,725 school districts, more than five times as many as today. This trend continues, but at a much slower pace. The arguments in favor of consolidation (cost savings combined with capacity to provide additional courses and other services) are countered by fears of losing a community's identity, loss of local control, and longer bus rides for some students if nearby schools are closed.[27]

In most districts, primary governing authority lies with the local school board. The school board generally establishes and implements the district's guiding vision, makes budget decisions, chooses curriculum, and determines many policies that guide the daily decisions of the LEA and its schools. A few of the issues local school boards routinely address include:

▶ Equitable access to education for all students in the district;
▶ Local academic and graduation standards (if higher than the state);

Educators are often in the position of having to translate and implement complicated policy into practical, everyday actions that involve tens, hundreds, or thousands of administrators, teachers and other school staff, communities, families, and students. Whether laws and policies are passed and enacted by Congress, state policymakers, or local school boards, they can be difficult to implement— akin to turning around a huge, moving ship to head it in a different direction. Sometimes, as policymakers enact new authorities or policies, they appropriate funds to help educators implement any required changes. But sometimes, policymakers do not appropriate enough or any funds. These requirements without accompanying funds are referred to as "unfunded mandates," which create requirements and expectations to which states, districts, or schools are held, without support to make the changes.

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District Size	# of Districts	% of Districts	% of Student Enrollment
TOTAL US	13,629	100%	100%
≥ 25,000	284	2.1	35.0
10,000–24,999	598	4.4	18.9
5,000–9,999	1,044	7.7	15.1
2,500–4,999	1,985	14.6	14.6
1,000–2,499	3,243	23.8	11.0
600–999	1,750	12.8	2.9
300–599	1,891	13.9	1.7
1–299	2,710	19.9	0.8

*Note: Numbers do not add up to 100 percent or 13,629 because this chart does not reflect the number/percentage of districts not reporting their data. This information can be found at www.nces.gov.

- ▶ Resources for promoting academic achievement;
- ▶ Budget planning;
- ▶ Contract negotiations;
- ▶ Personnel decisions;
- ▶ School closures;
- ▶ School area redistricting;
- ▶ Transportation policies;
- ▶ Wellness policies or practices;
- ▶ Facilities construction;
- ▶ Codes of conduct; and
- ▶ Emergency management procedures.

Local school boards can also serve as a body to mediate or arbitrate issues that cannot be resolved at the school level or that cut across several schools. Local districts are subject to state laws and policies that may direct, limit, or otherwise influence local policymaking and implementation. Local school boards have full fiscal authority, often with the ability to levy taxes.

The **school district superintendent** is the chief executive officer of the local district. In most districts, the school board hires the superintendent. Superintendents are responsible for providing educational leadership, translating policy into practical operating procedures, managing district personnel, and serving as the district's public spokesperson. In an emergency or crisis, the superintendent is the official in charge.

School districts are typically supported by the "central office" staff, who help develop and implement district policies and programs. The number of staff members depends on the district's size and resources, and might include curriculum or instruction specialists in specific content areas, including health-related content.

Helping Schools Achieve Their Goals

LEAs are often in the position of having to implement state requirements and directives, which are sometimes driven by federal or national initiatives, such as the required periodic testing of students as required by NCLB. Although states are responsible for the creation of academic standards against which students are measured and for designing tests that assess student progress, LEAs are responsible for administering, overseeing, and managing the testing requirements. Schools are under considerable pressure to reach the goals established for them and hence much of what educators think about, discuss, plan for, and communicate about is related to testing and standards. As such, other issues that seem to take attention away from testing and standards may need to reflect these critical priorities. One of the best ways to frame this (at the state or local level) is to consider how your assistance or program will help the school or school system achieve any of its primary goals.

School districts might also have supplemental committees that support and guide district policies and practices. For example, some school districts have committees, such as wellness committees, that are responsible for making recommendations to the school board. Other districts have citizen-led committees that make recommendations to the school board on a variety of curricular content areas.

/the individual school

No single, uniform model exists for a school's organization by grade or age. The most commonly used model arranges schools by clusters of grades, for example elementary schools (comprised of grades K-5), middle schools (grades 6-8), and high schools (grades 9-12). However, several variations within this arrangement exist, clustering different grades together in different levels or even within a school. Schools, even within the same school district, may vary greatly in their arrangement of students, schedules, and teaching models; in one school in a district, students may get new teachers every year while in a neighboring school, teachers may "loop" with students through several or all grades. Some schools in a district may use a "year round" schedule, while the rest of the schools are on a traditional nine-month calendar. The district administrator and the school board typically make decisions regarding school structure.

Schools in a district can also vary in quality and character. Characteristics of an effective school include:

▶ Strong administrative leadership;
▶ A clear school vision and mission;
▶ A safe and orderly climate that is conducive to learning;
▶ A welcoming staff and faculty that connect with students and make them feel valued;
▶ School-wide emphasis and commitment to learning for all;
▶ High teacher expectations for student achievement;
▶ Regular, periodic assessment;
▶ Active parent/family involvement;
▶ A commitment to addressing barriers to student learning; and
▶ Policies that are fair and equitable and are enforced consistently.[28]

All schools have a personality and character that is largely determined by and reflective of leadership, faculty and staff, and the community's values. Ideally, schools are designed and operated to bring out the best in all students, helping them to develop and learn in an optimal environment.

The **principal** is the key decision-maker at every school. This person supervises the school's instructional program, maintains order and discipline, enforces federal, state, and district rules, policies, and laws; evaluates and supports teachers; and represents the school to parents and the community. Some schools have one or more assistant principals. Principals are the gatekeepers of a school and have the authority and responsibility to make decisions about most aspects of the school's operation and day-to-day management. In addition, most experts have been calling for principals to be the instructional leaders of their schools rather than just managers who handle administrative issues.[29] There is little doubt that both responsibilities and accountability for principals have increased in recent years.

Classroom teachers and other instructional personnel have the authority and responsibility for their own classroom operations, how they deliver lessons and curriculum, and how they help students work towards

established state standards. Teachers receive a license from a state entity that allows them to be hired by an LEA and that indicates they have expertise in a specific area of teaching, such as elementary education or, at the secondary level, in content areas. Teachers are powerful agents in a school, serving as instructors and role models in the classroom, and can rise as leaders in a school, community, and LEA. Teachers are the "front line," interacting with students every day. They often know students best in the learning environment, and can promote healthy behaviors and positive social interactions. They can also be the first to detect when something is not right with a student.

Other personnel are critical for school functioning and are increasingly being recognized for the role they play in establishing the culture and climate of a school; the roles and responsibilities of these personnel are detailed in Appendix B.

One of the largest school systems in the nation, Chicago Public Schools, features a unique school report card format. The school report cards include information such as the overall rating of the school, a comparison with other schools in the area, as well as information about student progress and performance. In addition, the report cards highlight data on the school's culture and climate from the district's "My Voice, My School" survey, and if a school is "Healthy Schools Certified," which means that it has met the criteria for the USDA's HealthierUS Schools Challenge.

To see sample school scorecards, go to www.cps.edu/schools/pages/scorecards.aspx.

Lafayette County Public Schools in Lexington, Kentucky uses a stand-alone report card for district wellness activities, which reviews nutrition and physical education across the county's schools. The report emphasizes key issues for the community and includes the goals and initiatives to improve student wellness.

For more information on Lafayette County Public Schools Wellness Report Card, go to www.fcps.net/wellness.
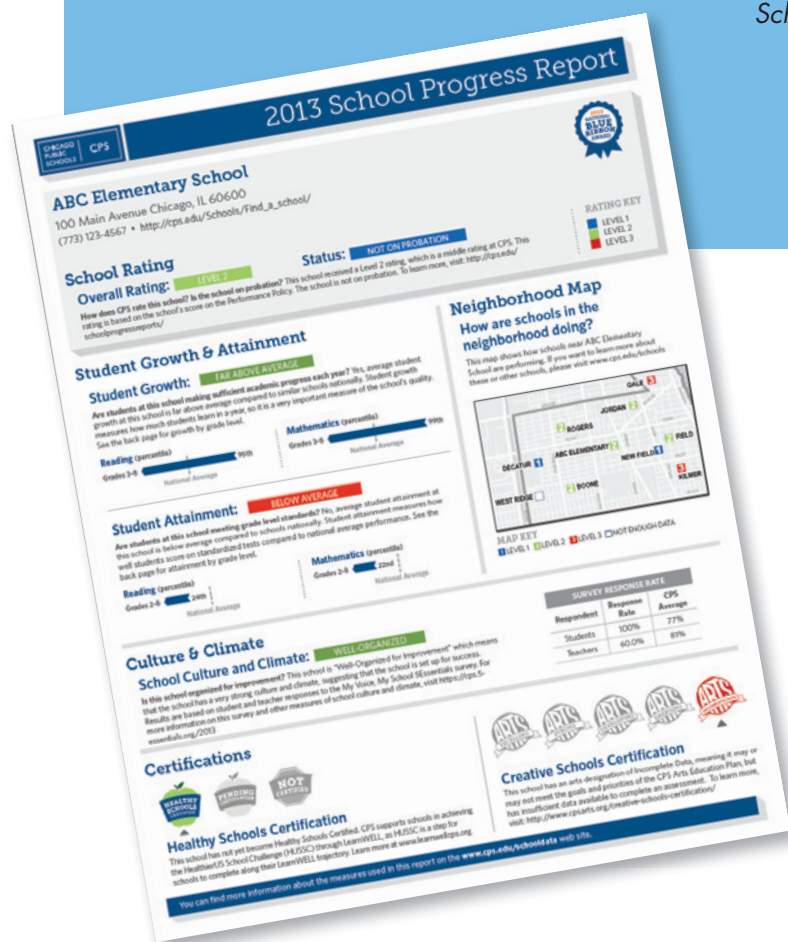
View sample school scorecards at **www.cps.edu/schools/pages/scorecards.aspx**

chapter 3 /
how to work with schools

Schools are a natural ally for most sectors in a community, offering access to a large percentage of youth in the community to engage on any number of different issues. However, accessing schools is not an easy task. Before even initiating contact to propose an idea or concept for a program, intervention, or partnership, there are numerous steps that the individual or organization must consider and actions they must take. This section will describe:

▶ Guiding principles for working with schools;

▶ Questions to consider before, during, and after approaching an education sector partner;

▶ Steps to undertake before, during, and after approaching the education sector with an idea, concept, or proposal; and

▶ Resources to help develop a comprehensive action plan.

/guiding principles and concepts for working with schools

As you prepare for discussions with education officials or school staff, it is helpful to keep these key principles in mind:

▶ **Education's primary goal is to educate students**, so any actions proposed must support—either directly or indirectly—this goal.

▶ **Health, safety, development, and well-being may be secondary priorities** for the education partner.

▶ **Concerns about safety**, in particular, can affect access to some schools.

▶ Like all professional worksites, **schools are busy places**; your involvement with them must be carefully planned.

▶ School leaders and personnel have **multiple responsibilities and priorities** and your issue may

Although needs vary from district to district and from school to school, school leaders and staff may welcome involvement or assistance with issues such as:

Participating on a school health advisory or coordinating council at the state, district, or school level;

Sitting on other educational advisory boards or task forces;

Navigating the complex health, social services, and juvenile justice systems;

Conducting professional development activities for personnel on health, mental health, social services, and juvenile justice issues;

Offering opportunities for students to participate in community service programs;

Coordinating school health and community health promotion efforts;

Serving as experts or technical advisors;

Helping raise or locate funds to support specific health-related activities;

Volunteering to serve as guest speaker on health-related issues;

Helping establish and/or test emergency plans and procedures, such as acute medical emergencies or more long-term events, like an infectious disease outbreak; and

Providing research, survey, or materials development expertise on a range of issues.

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not be one. It is your responsibility to know what their priorities actually are.

▶ The **needs of schools differ** from district to district and often from school to school within the same district. Don't make assumptions based on one class or one school.

▶ **Education decision-making is diffused and variable.** Some decisions are made at school level, while others are made at the district level and still others at the state level. Further, multiple people or groups are usually involved in the decision-making process.

▶ There are often several levels of review that must be conducted before decisions are made, so the **decision-making process** could take a long time.

▶ Education **leaders recognize they cannot address all of their needs alone**; they need outside help, but that help must conform to their governing laws, rules, regulations, and practices.

▶ **Education, like other sectors, has its own acronyms and terminology.** People and organizations wanting to engage with schools should become familiar with their acronyms, terms, and phases; many can be found in Appendix A.

Like all relationships, a certain amount of give and take is required when working with the education sector. Because of its unique place in a community, schools are often a flashpoint for deeply held—and often conflicting—beliefs, viewpoints, and ideals. Additionally, the education sector is unique in its varying

array of decision-makers and governing bodies, each with its own influences and agendas. Sometimes, educators can feel they are only cogs in a big machine, over which they have little or no control, depending on their level and sphere of influence. State-level educators might feel confined by the requirements of the federal government, while those in a school district might feel constrained by their state rules and regulations. At the school level, principals often feel equal pressure from the school district, parents, teachers, and students in their school, which they might convey to their faculty and staff. These concerns can overshadow or underlie interactions with educators, which may not be apparent to those outside the education sector. As with all professional partnerships and interactions, much success comes from building relationships by listening to one another and treating each other with respect.

Besides being preoccupied with other priorities, the education sector may not be aware of or have the capacity to manage the problems with which you are concerned. If this is the case, you might find it helpful to have additional data to help inform educators, as well as the support of others in your and other sectors. Practical steps for approaching educators are discussed below.

/practical steps for working with schools

BEFORE YOU APPROACH YOUR EDUCATION SECTOR PARTNER

Before approaching an education partner, it is helpful to have previously established a personal relationship with the person or group of people with whom you would like to speak. This may be as simple as initiating a telephone call to introduce yourself, arranging for an introduction by a mutual colleague or friend, or attending board meetings and getting to know people there. As with most personal and professional endeavors, people generally find it easier to collaborate with others when there is some level of individual connection. Even before approaching your education partner, you should consider ways to create connections and build relationships.

These initial contacts will also help you create a network of relationships with your education partner and might help you identify a "champion" for your issue or idea. A champion can be anyone within the education system, from a board member or a superintendent, to a principal, a teacher, a parent, or a student. Champions have the passion and commitment to help you navigate occasionally difficult waters and advance change. The power of champions is strong, so whenever possible identify a champion before you approach your education partner. When you make initial contacts with new colleagues, you can ask them about others who care about your issue and then ask to be introduced to that person or people. It might take some time to identify or develop a champion (and you may eventually need to proceed without one), but you should continually consider who your partners and champions might be.

Once you establish some basic relationships and have potentially identified a champion to help you with your work, you should consider the following basic steps, several of which can and should be done concurrently. Your personal commitment to your initiative—and the knowledge that you have done your "homework" by developing a level of understanding and respect for your education partner, as well as identifying a potential ally within the education sector—will help you proceed with greater ease.

1

Decide what category your issue falls into and the decision-making level that must be involved to create lasting change.

It is helpful to understand how schools approach issues, ranging from delivering academic content to approaching those activities that support learning yet fall outside the academic mission of education. These categories are:

▶ Curriculum
▶ Policy
▶ Practice
▶ Service provision and/or coordination
▶ Personnel
▶ Supplemental or supportive programs

If you are approaching the education sector with ideas or proposals for action, you should first determine the category into which your intervention might fall—again, while also articulating how you are helping educators meet their ongoing, overriding mission.

Once you articulate your issue and determine the general category into which it falls, you should research how decisions about that issue are made in your state and school district. Additionally, you must determine who has the authority to make decisions around your issue, as well as supply the necessary implementation and monitoring support at all levels. For example, if your goal is to increase the amount of nutrition education at a school or within a school district, you should first determine what nutrition concepts are already included in the standards and curriculum. Then, you should determine the process through which curricula are changed, amended, or updated and at what level these changes would need to be made, such as at the school, district, or state level, and who has the authority to make these changes. Likewise, if your goal is that all school emergency plans across the state include considerations for infectious disease outbreaks, you must first determine who has the authority to adopt such requirements, as well as who would support its adoption, provide resources, and monitor the implementation at the state, school district, and school building levels.

2

Learn as much as possible about the state, school district, or school you want to work with, as well as their history with or position on your issue.

Like any professional pitch, you should prepare as carefully as possible. This might include researching:

▶ **SEA, LEA, and school websites** (most schools and school districts have their own web page) to learn more about demographics, approaches, available assets and resources, personnel resources and needs, existing policies, and politics;

▶ **State or local school board meeting summaries or minutes**, which are public and often

available on-line. In addition, more boards are now webcasting their meetings. At the school level, PTA meeting minutes might also be available, but it could also be valuable to attend a meeting;

▶ **Public social media pages** for schools, districts, or individual education leaders, such as pages on Facebook or Twitter accounts, to learn more about their priorities. For example, does a school have a recycling program or an annual walk-a-thon? Is the key fundraiser at a pizzeria or is it holding a flea market?

▶ **Any surveys or assessments that the SEA, LEA, or school** might have conducted within the past five years to provide relevant data regarding the problem you are addressing. These data sets might assess student behavior, attitudes, and knowledge related to risk factors, assets and resources, or policies and programs;

▶ **Any other data sets or studies prepared by other agencies** (at the local, state, and federal levels) that involve schools or children in the target area. If these data are available, you should consider how they interact and affect your issue and the health, well-being, and most importantly, academic achievement and other outcomes of the students. Examples of how these data might interact were highlighted in section one of this document. Pay particular attention to agencies that deal with juvenile justice, mental health, public health, and housing; and

▶ **Available funding** to schools or students in schools from a variety of sources, including federal, state, local, philanthropic, nonprofit, business, or school-based fundraising efforts.

3

Seek out other partners in the community with similar goals.

In most states and communities, there is more than one person or organization interested in or already working on your particular issue or a similar issue. It is prudent to seek out their help and assistance, as partnerships can boost your credibility, reduce costs, and add resources to your cause. If your approach or philosophy differs from that of your sector partners, you will need to know this and be able to address any differences you have. For example, you might consult with:

▶ Public health officials and entities;
▶ Juvenile justice personnel including police, probation, and juvenile court personnel;
▶ Mental health providers and the state/local mental health authority;
▶ Public housing officials; and
▶ Faith-based youth service providers.

In your discussions with these other sectors, you should ask whom they are working with in the education sector and if they have identified a champion for your mutual issue.

The type and periodicity of available data will vary between states, districts, and schools, but might include assessments from the sources listed here. Some data will be available only at the national level, while some might be available at the state or local state levels. Several states have developed their own survey instruments and some districts use their own assessments. The data sources included here provide data on a range of health, safety, and wellness issues. Most provide national-level data, though some include data for participating states or local areas. A few sources below suggest state or local resources to research, but these will differ across and between states and localities in their availability. You should refer to the most recent available data, but be aware that they might not be the current, immediately past, or even a recent year. You might also review trends over time, if this information is available.

school demographics

COMMON CORE OF EDUCATION DATA (CCD) annually collects fiscal and nonfiscal data about all U.S. public schools, public school districts, and state education agencies, including name, address, and phone number; descriptive information about students and staff, including demographics; and fiscal data, including revenues and current expenditures (www.nces.ed.gov/ccd).

SCHOOL AND STAFFING SURVEY provides descriptive data on the context of elementary and secondary education, statistics on the condition of U.S. education, and information on topics such as teacher and principal characteristics, teacher's perception of school climate, teacher compensation, and basic characteristics of the student population (www.nces.ed.gov/surveys/sass).

school policies and practices

SCHOOL HEALTH POLICIES AND PRACTICES STUDY is a national survey periodically conducted to assess school health policies and practices at the state, district, school, and classroom levels (www.cdc.gov/healthyyouth/shpps).

SCHOOL HEALTH PROFILES is a system of surveys assessing school health policies and practices in states, large urban school districts, territories, and tribal governments. Profiles surveys are conducted every two years by education and health agencies among middle and high school principals and lead health education teachers (www.cdc.gov/healthyyouth/profiles).

youth health and risk behavior data

YOUTH RISK BEHAVIOR SURVEILLANCE SYSTEM (YRBSS) monitors six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults, including behaviors that contribute to unintentional injuries and violence; alcohol and other drug use; tobacco use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases and HIV; unhealthy dietary behaviors; and physical activity. YRBSS is a bi-annual survey that includes a national school-based survey and local surveys (www.cdc.gov/yrbss).

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AMERICA'S CHILDREN: KEY NATIONAL INDICATORS OF WELL BEING is a compendium of indicators depicting both the challenges and promises facing our nation's young people. The report contains 41 Indicators on important aspects of children's lives. Twenty-two federal agencies contribute to the report (www.childstats.gov).

MONITORING THE FUTURE is an annual study of 8th, 10th, and 12th grade students about their attitudes, values, and behaviors related to alcohol and drug use (www.monitoringthefuture.org).

HOUSEHOLD SURVEY ON DRUG USE AND HEALTH (NSDUH) provides national and state-level data on the use of tobacco, alcohol, and illicit drugs, as well as mental health among those 12 and older (www.oas.samhsa.gov/nhsda.htm).

NATIONAL YOUTH TOBACCO SURVEY (NYTS), administered periodically, provides national data about middle and high school youth's tobacco-related beliefs, attitudes, behaviors, and exposure to pro- and anti-tobacco influences (www.cdc.gov/tobacco/data_statistics/surveys/nyts).

NATIONAL SURVEY OF FAMILY GROWTH is a periodic study of Americans aged 15-44 that gathers information on family life, marriage and divorce, pregnancy, infertility, use of contraception, and men's and women's health (www.cdc.gov/nchs/nsfg.htm).

NATIONAL HEALTH AND NUTRITION EXAMINATION SURVEY (NHANES) is a nationally representative program of studies designed to assess the health and nutritional status of adults and children in the United States. The survey is unique in that it combines interviews and physical examinations. In 2012, the NHANES included the National Youth Fitness Survey, which collected nationally representative data on physical activity and fitness levels of children and adolescents in the United States through interviews and fitness tests (www.cdc.gov/nchs/nhanes.htm).

INDICATORS OF SCHOOL CRIME AND SAFETY is a nationally focused annual report published by the Departments of Education and Justice. The report presents the most recent data available on school crime and school safety. The indicators in the report are based on information drawn from a variety of data sources (www.nces.ed.gov/programs/crimeindicators).

SCHOOL CRIME SUPPLEMENT TO THE NATIONAL CRIME VICTIMIZATION SURVEY, administered periodically, is used to develop a report entitled, Student Victimization in U.S. Schools. The report provides national-level findings on student reports on numerous topics, including the presence of gangs and weapons in school and the availability of drugs and alcohol. The report also includes data on bullying in schools and fear and avoidance behaviors of students (www.nces.ed.gov/programs/crime).

SCHOOL SURVEY ON CRIME AND SAFETY (SSOCS) is the primary source of school-level data on crime and safety. The SSOCS is designed to provide estimates of school crime, discipline, disorder, programs, and policies. SSOCS is administered to public primary, middle, high, and combined school principals every other year (www.nces.ed.gov/surveys/ssocs).

4

Prepare a detailed initial proposal, which should include, at a minimum:

▶ A description of your proposed intervention (curriculum, policy, practice, personnel, services, or program), including a description of how your proposal will help educators meet their goals of positively impacting academic achievement, reducing educational disparities, and/or streamlining or maximizing assets and resources;

▶ A description of how your proposal builds onto or amplifies ongoing work that the education partner is already doing, if possible;

▶ Metrics on the target population, including the potential number of people affected/served by the intervention;

▶ If the intervention is targeted to a small group, such as one classroom or one grade, how it might be scaled up to include the whole school, school district, or state;

▶ The total potential cost of the intervention, broken out between costs to be incurred by the school system and by the person/organization approaching the school (for policy interventions, consider the potential costs of implementation, including unintended and intended consequences);

▶ The time commitment needed to effectively implement the intervention. If your request is going to take time away from academics, educators will want to know how much time and how your intervention will support academic achievement;

▶ The staff commitment necessary, such as how many staff members are needed and for how long;

▶ The staff training if needed, including who will conduct the training; when the training will occur; and who is going to bear the cost of the training. Remember, teachers require compensation for any training outside their core hours, and if they are trained during school, schools will need to find and pay substitute teachers;

▶ The proposed start and end times of the initiative;

▶ The projected impacts and desired outcomes of your proposed intervention (the more this can be quantified, the better); and

▶ A description of any approvals that may be needed to implement your request. Note that for many surveys, parents will need to provide consent for their child's participation, and the types of questions asked would be limited.

5

Plan for contingencies and possible twists and turns.

Your initial idea or proposal may, for a variety of reasons, be completely or partially rejected at the first meeting. You are encouraged to think through some options to your original plan in case your

Tips on Engaging Schools: Before the Initial Meeting

1

Initiate personal relationships with those you would like to be working with, either through an introduction or arranging an opportunity to meet.

2

If possible, identify potential champions within the education sector.

3

Set up an appointment, (DON'T show up unannounced), know how much time you have to discuss your issue, and tailor your presentation accordingly. Know and respect the school calendar and schedule; some times of day and times of year are better than others to try to meet with educators.

4

Be sure that you tie the problem/issue you want to address with the school to teaching, learning, and academic achievement. School officials are more likely to want to collaborate with you if you can show how your proposal can help them meet their goals.

5

Know how much time is allocated to your meeting and plan your presentation to include time for questions. It is a good practice to ask before the meeting if schedules have changed, as schedules change frequently in schools.

6

Be sure any handouts address the issue in as brief a manner as possible.

7

Present metrics and data in a way that is easily comprehensible and not filled with jargon.

8

Use social media to ascertain whether there are other individuals or groups interested in joining you in addressing your issue, as well as to learn more about the priorities of your education partners.

first idea is found to be unacceptable. The result of the visit or interaction might merely be valuable for building a relationship; just because an idea isn't found workable or acceptable at the current time does not mean future opportunities won't present themselves—which might be facilitated if a good relationship is maintained.

Specifically, you should consider what elements of your intervention or plan you could change or let go without seriously altering the intent of the intervention. You should have a clear idea of your "deal breakers"—those parts of your intervention or plan that are essential and cannot be altered. For example, if your intervention requires five lessons to be integrated into a health education curriculum by specific staff members using a specific lesson plan guide, you should consider whether each element is absolutely essential and what you would say if your partner were to ask to change any element. You may also be asked to provide funds, share a funded position, or give up some of your authority or control of the situation. You should consider how you might respond to any or all of these requests.

DURING YOUR VISIT

Once you determine who the most appropriate audience is for your proposal and the ways your proposal supports the education partner's goals, set up a time to meet or talk with them. As you think through your meeting, you may find it helpful to think about your language and the way that you describe your proposed initiative, and ensure that the terminology and acronyms you use will be applicable to and understood by the education sector. As with many sectors, education has its own language, so the same words may have different meanings in each sector. For example, terms such as "surveillance," "monitoring," or "assessment" have different practical meanings and connotations in the fields of public health, education, mental health, and juvenile justice. As public health talks about "disparities" or "health equity," education might use the phrase "achievement gap." You should consider the language you use to describe your initiative so you can be as clear as possible during the meeting, making the issues as relevant to the audience as possible—and ensuring that you are talking about the same set of issues.

During your visit to the school/school district, there are things you should remember to do:

1. **Listen. Listen more.** And listen again, ensuring that you respect what everyone is saying.

2. **Make your presentation.** Change is never easy, so you should have a professional presentation, using visual aids or tools. It should be persuasive, on-point, and respectful of your listeners' time.

3. **Make sure that there is ample time set aside for questions.** If there are questions that cannot be immediately answered or additional information that is needed, determine who is the proper person to send it to, and when that person needs it.

4. **Be flexible and prepared to deviate from your original proposal.** For the most part changes in or additions to policies, programs, or practices are done through give and take on

Tips on Engaging Schools: During Your Initial Meeting

1

Know your contact person for the meeting, as the people might change or be different from those you spoke to when setting up the meeting. It is also important to know the background of the person you are meeting with and the issues that are important to him/her.

2

If a projector and/or laptop are needed to operate a PowerPoint or other presentation, know whose responsibility it is to provide the equipment. If you bring your own gear, make sure you know how to operate it. If you use your host's equipment know how it works prior to the meeting.

3

Be gracious! Often these types of meetings are in addition to the other duties and responsibilities of those you are meeting with.

4

Be sure they know how to get in touch with you after the meeting for follow-up.

specific components of the issue being discussed. The education partner may be willing to adopt some provisions of your proposal, but not all of them. Know your "deal breakers," but otherwise be flexible and willing to negotiate. You are building a partnership, so the extent you are able to give and take may determine the quality of the outcomes.

5. **Ask about the decision-making process, including who will make the final decision and when the decision is expected.** Ask whether there is a process for appealing an unfavorable decision. Also, ask to have the rationale for the decision in writing.

AFTER THE VISIT

Immediately after engaging with your education partner, follow up as soon as possible with a note or email to thank the partner for the discussion or meeting, and to summarize key points or decisions, provide any additional information, ideas, or questions, and confirm the process for follow-up in the days, weeks, and months ahead.

The education partner will likely be back in touch with a decision on moving forward with your specific proposal, deciding favorably, unfavorably, or provisionally. Depending on the answer you receive, you might consider taking the following actions.

FAVORABLE DECISION

- Determine next steps, including expectations of roles and responsibilities.

- Determine the mechanisms you will use to formalize the relationship, potentially including a joint use agreement, memorandum of understanding, or contract.

- Decide if it is necessary to delineate protocols, policies, or processes, which might help explain the interaction and relationship that would endure beyond personal relationships.

- Ensure that contracts/subcontracts and other financial actions (timing of distribution of funds, time limits on expenditures, allowable activities) are understood and signed.

- If the proposed program involves any sort of survey, ensure rules regarding surveys are followed.

UNFAVORABLE DECISION

- Ask for comments, in writing if possible, as to why the proposal was denied.

- Inquire whether the entity would be amenable to reviewing an alternate proposal. Depending on the rationale for denying your proposal, the entity may be amenable to receiving another proposal provided issues identified as problematic are corrected.

- Review procedures for appealing the decision. Every decision-making entity has its own rules

1

Don't burn bridges and don't give up—it often takes several meetings—and sometimes years—to gain a favorable decision. Persevere if you believe in your proposal.

2

Consider engaging other schools or school districts.

3

Consider other options for implementing your proposal. If what you are proposing involves a specific program, consider approaching other youth-serving organizations with your idea.

4

Consider repackaging your proposal.

38

regarding what actions can and cannot be appealed, the timeframe for an appeal, who can appeal, and the persons/bodies that make the final decisions regarding an appeal.

■ Make all partners, including the specific LEA or school, aware of decision.

PROVISIONAL DECISION

■ Determine what changes the school/school district is proposing.

■ Review changes to ensure:

1. The integrity of the proposal is not lost—that is, you are essentially still doing what you set out to do;
2. That you still have the capacity and willingness to adapt to proposed changes; and
3. That you can adapt to any new proposed timeline.

■ If there are parts of what is being proposed by the education partner that you don't agree with, negotiate. As this is a partnership, your education partners are likely to consider working together to build consensus and make changes to the proposal.

"I Want Data from Schools for My Research. Why Is the Education Sector Unwilling to Share Data?"

Under federal law, if an LEA or SEA receives funds under the Elementary and Secondary Education Act, it is subject to the Family Education Rights and Privacy Act (FERPA), which prohibits schools from sharing student-level information with anyone outside the school setting or with specific partners without a parent's or guardian's consent. If data are collected in a manner that the information cannot be traced back to an individual student, such as by using an identifier used only for data collection purposes, the school district or school may be able to share de-identified data outside the school setting, such as with public health partners. However, if the data set only contains a few students' information and it may be possible to figure out who the student in question would be, those data cannot be shared, regardless of the fact that it does not include identifying information. Data can be shared with other partners outside of schools if the school has permission from parents or guardians, or in very specific emergency cases in which the health or safety of a student is in question.

For example, if a state health department wanted to assess vaccination coverage in specific school districts across a

Answers to student health and education records can be found at
www.hhs.gov/ocr/privacy/hipaa/ understanding/coveredentities/ hipaaferpajointguide.pdf

state, the school districts would need to determine if this information was part of the student's education record. If so, the school districts could request permission from parent/guardians to share this information and the health department could proceed in sampling, collecting, and analyzing data. Again, the public health department would need to ensure that the data could not be linked back to specific students. Alternatively, the health department could collaborate with the school district and ask that they collect aggregate data from specific school districts or schools, and then share aggregate data with the health department (for example, the total percentage of students who report being fully immunized on school entrance forms in the 6th grade). If however, the data are part of a student's medical record, as would be the case with records kept by a school nurse who is employed by the health department, these records would be subject to the Health Information Portability and Accountability Act (HIPAA)30 rather than FERPA.

The Departments of Education and Health and Human Services jointly released guidance to help navigate these complicated issues. The guide answers many questions related to student health and education records and can be found www.hhs.gov/ocr/privacy/hipaa/understanding/ coveredentities/hipaaferpajointguide.pdf.[31]

Generally, LEAs and SEAs are cautious about violating student privacy and may be apprehensive about data sharing or might refuse to do so. Always consult your entity's legal counsel and, if possible, have that person consult directly with the education partner's counsel.

conclusion

This guide is intended to help you—as a policymaker, state or local government official, community nonprofit professional, or an individual parent or citizen—understand and navigate the complex and multi-faceted education landscape. Ultimately, everyone involved in education has the same goal of creating a generation of well-educated, healthy, productive, and engaged citizens. It is the responsibility of adults in the nation, states, and communities to create and sustain institutions that support and enhance child and youth health and development, in support of and consistent with the goals of improving educational outcomes and academic achievement. The education sector cannot achieve its goals alone: education leaders need the support, resources, and vision of partners from the health and mental health, juvenile justice, and affiliated sectors. With the lessons learned in this guide, partners can work collaboratively and meaningfully to optimally meet the needs of the education sector—and ultimately support the growth and development of future generations of students.

appendix a /
glossary of common education terms

21st Century Schools Program: A U.S. Department of Education program supporting the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The programming can also include physical activity and nutrition education. (http://www2.ed.gov/programs/21stcclc/index.html)

Section 504: Section 504 of the Individuals with Disabilities Act of 2004 regulations require school districts to provide a "Free Appropriate Public Education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Alternative school: A school that is frequently geared toward students who are at-risk of dropping out of school. Alternative schools generally offer a more flexible, nontraditional approach to teaching and learning.

ADA: See "Average Daily Attendance."

Adequate Yearly Progress (AYP): A set of annual academic performance benchmarks that states, school districts, schools, and subpopulations of students must achieve. AYP is a requirement of the No Child Left Behind Act.

Appropriation: Funding provided for a specific project or program.

Area Education Association: An organization representing a group of school districts, often providing technical assistance to those districts.

At-risk student: A term applied to students who are at risk of educational failure due to lack of services, negative life events, or physical or mental challenges.

Authority (or authorized or authorization): The legal right to set policy, make decisions, or undertake certain activities.

Average daily attendance (ADA): Used for determining

funding levels, ADA is calculated as the total number of days of student attendance divided by the total number of days in the regular school year.

AYP: see "Adequate Yearly Progress."

Bilingual education: The use of two languages for instruction. Students in most bilingual classes or programs are those who have not acquired full use of the English language, so they are taught academic content in their native language while they continue to learn English.

Blue Ribbon School: A U.S. Department of Education distinction bestowed on a school for meeting specific academic benchmarks. (http://www2.ed.gov/programs/nclbbrs/index.html)

Bureau of Indian Education schools (BIE): BIE's mission is to provide quality educational opportunities from early childhood through life in accordance with a tribe's needs for cultural and economic well-being, in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities. (www.bie.edu)

Charter school: A school run independently of the traditional public school system but receiving public funding, often run by groups such as teachers, parents, or foundations, and in some cases for-profit

businesses. Charter schools are exempt from many state and local rules, policies and regulations, but their charter must be approved by a public entity, often a local or state board of education. (www.charter-schoolcenter.org/)

Common Core State Standards: A set of voluntary state standards in math and English language arts that provide clearer, consistent, and internationally benchmarked academic goals for all students. As of December 2013, 45 states, the District of Columbia, four territories, and the Department of Defense Activity have adopted the Common Core State Standards. Minnesota is using only the English language arts portion of the standards. (www.corestandards.org/)

Coordinated school health program: A model developed by the Centers for Disease Control and Prevention to connect health and education. The program consists of eight interactive components: health education, physical education, health services, nutrition services, health promotion for staff, counseling and psychological services, healthy school environment, and parent/community involvement. (www.cdc.gov/healthyyouth/cshp/index.htm)

Curriculum: A sequential, progressive course of studies that conveys content to students to help them achieve their academic goals, as defined by a school district or state.

Department of Defense Education Activity (DoDEA) school: A school operated by the Department of Defense, either overseas or on a military base in the United States. (www.dodea.edu/)

Dropout: A student who leaves school before receiving a high school diploma.

Early childhood education: Education that takes place from 0-6 years of age, often encompassing preschool education, prekindergarten, and kindergarten. Some organizations would like to see it extend from preschool through third grade.

Elementary school: A school focused on the lower grades, typically from kindergarten through fifth or sixth grades.

Elementary and Secondary Education Act (ESEA): Originally passed in 1965, ESEA is the law that governs many educational activities in the United States and provides the authority for the U.S. Department of Education. It includes provisions for setting academic standards, testing students, providing information to parents, and disaggregating data to show true academic gaps between racial/ethnic groups that must be adhered to by all states, districts, and schools receiving federal K-12 education funds under Title I of the act. (http://www2.ed.gov/nclb/landing.jhtml?src=ln)

Emergency plan: A dynamic document, required for all schools that

details contingencies and plans for a variety of possible crises or acute or ongoing threats to safety that might occur in a school.

ESEA: See "Elementary and Secondary Education Act."

Family Education Rights and Protection Act (FERPA): A federal law that safeguards the privacy of a student's education records, which cannot be shared outside a school except under certain, defined circumstances, without a parent's or of-age student's consent.

FAPE: See "Free Appropriate Public Education."

FERPA: See "Family Education Rights and Privacy Act."

Free and appropriate public education (FAPE): A standard defined under Individuals with Disabilities Education Act requiring that students with disabilities have access to the same quality public education as their non-disabled peers.

Green Ribbon School: A school that has received recognition from the U.S. Department of Education on a set of criteria related to environmental stewardship, energy use, and other issues related to school wellness. (http://www2.ed.gov/programs/green-ribbon-schools/index.html)

Health education: A set of educational learning experiences that convey knowledge and skills about a set of health topics.

HealthierUS Schools Challenge: The HealthierUS School Challenge (HUSSC) is a voluntary certification initiative recognizing those schools enrolled in the U.S. Department of Agriculture's Food and Nutrition Service's Team Nutrition that have created healthier school environments through promotion of nutrition and physical activity. (www.fns.usda.gov/hussc)

High school: A secondary school that typically includes 9th through 12th grades.

Homeschooling: The practice of parents teaching their children at home rather than sending them to public or private schools in the community.

IDEA: See "Individuals with Disabilities Act."

IEP: See "Individualized Education Plan."

Individuals with Disabilities Act (IDEA) of 2004: The federal law that ensures that students with disabilities from birth to age 21 have access to the same educational quality and services as their non-disabled peers. IDEA has provisions that provide formula funding to states to provide services to students with disabilities, including high-level medical services in some cases, as well as

technical assistance and support to parents and caregivers, both at home and at school. For more information on IDEA, please see www.idea.ed.gov.

Individualized education plan (IEP): Under IDEA, every qualifying student receives this personalized plan that details all the services and educational components required to help the student meet his or her own academic goals. The IEP guides actions for families and school personnel, and should be updated and changed as needed.

Junior high school: Originally conceived to bridge the gap between elementary and high school, this is more commonly referred to as "middle school," and comprises grades roughly from 6th through 8th (sometimes 7th through 9th or 7th and 8th).

LEA: See "Local education agency."

Least restrictive environment (LRE): The educational placement for students with disabilities that is as close to the regular classroom as feasible. Required by the federal IDEA law, LRE means that students with disabilities should be educated with children who are nondisabled, and that removal from the regular education environment should occur only if the nature or severity of the disabilities is such that edu-

cation in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved.

Local education agency (LEA): A local school system that is overseen by a local board of education. More commonly referred to as a "school district."

Local wellness policy: Overseen and monitored by the U.S. Department of Agriculture's Food and Nutrition Service, all districts participating in the National School Lunch Program are required to have a local wellness policy that meets specific criteria related to nutrition and physical activity. (www.fns.usda.gov/tn/Healthy/wellnesspolicy.html)

Magnet schools: Schools with strong emphasis in a particular subject area (e.g., music, science, drama, math). In some districts students may be selected for admission to a magnet school through an application process rather than being assigned based on residence.

Mainstreaming: The practice of placing students with disabilities into regular classrooms. Also referred to as "inclusion."

Middle school: Often used interchangeably with junior high school, this refers to middle grades between lower elementary and high school, typically encom-

passing grades 6 through 8.

NAEP: See "National Assessment of Education Progress."

National Assessment of Education Progress (NAEP): A national testing program governed by the National Assessment Governing Board as a congressionally authorized project of the National Center for Education Statistics of the U.S. Department of Education. It is often referred to as the "Nation's Report Card." Since 1969, NAEP tests have been administered periodically in reading, math, science, writing, history, and geography. The primary NAEP assessment allows for regional and state-by-state comparisons of the reading and mathematics attainment of 4th and 8th grade students. (http://nces.ed.gov/nationsreportcard/)

National School Lunch Program: The National School Lunch Program is a federally assisted meal program operating in over 100,000 public and nonprofit private schools and residential childcare institutions. It provided nutritionally balanced, low-cost or free lunches to more than 31 million children each school day in 2011. (www.fns.usda.gov/cnd/Lunch/AboutLunch/NSLPFactSheet.pdf)

No Child Left Behind Act: Another name for the 2001 reauthorization of the Elementary and

Secondary Education Act (ESEA).

Office of Civil Rights (OCR): Office within the U.S. Department of Education that oversees civil rights laws, researching and adjudicating cases when necessary. (http://www2.ed.gov/about/offices/list/ocr/index.html)

Parochial school: A private school that is associated with a church or other religious institution and not supported with public funds. Parochial schools are, however, eligible to receive services provided to public schools with federal funds.

PBIS: see "Positive behavioral interventions and supports."

Physical education: A sequential set of lessons and experiences to teach students knowledge, skills, and abilities to practice physical activities safely throughout their lives.

Policy: A rule or guideline formulated or adopted by an organization that must be adhered to by all persons or organization under the jurisdiction of that entity. A policy may be formal or informal, and can direct practice within the education sector.

Positive behavioral interventions and supports (PBIS): Also referred to as "School-Wide Positive Behavioral Interventions and Supports," PBIS is a

decision-making framework and school infrastructure that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. The U.S. Department of Education's Office of Special Education and Rehabilitative Services supports a technical assistance center for PBIS implementation. (www.pbis.org/)

Program: A defined course of action designed to accomplish a specified end. In school setting, programs provide additional exposure to certain issues or opportunities for enrichment and development for students.

Public school: A school that receives public funding for operations, open to all students in a defined geographic area.

Private school: A school that operates outside the structure of the public school system, often requiring tuition from students for attendance. Private schools may have a selection process for student admissions.

Promise Neighborhoods: A U.S. Department of Education-funded program that seeks to significantly improve the educational and developmental outcomes of children and youth in some of the most distressed communities. The program seeks to transform those communities by ensuring access to high-quality schools and strong systems of family and community support that help young people to attain an excellent education and successfully transition to college and a career. (http://www2. ed.gov/programs/promiseneighborhoods/index.html)

Parent Teacher Association (PTA): An organization of parents in a school who organize projects, raise funds, or otherwise support the school that is affiliated with the National PTA. (www. pta.org)

Parent Teacher Organization (PTO): An organization of parents in a school who organize projects, raise funds, or otherwise support the school that is not affiliated with a national organization. This type of group is sometimes also called a Home School Association or other similar names.

RTI: See "Response to intervention."

Race to the Top: A U.S. Department of Education program authorized as part of the American Reinvestment and Recovery Act, it provided $4.35 billion for the Race to the Top Fund. This competitive grant program eventually awarded grants to 12 states. The grants were intended to advance state reforms in four core education reform areas: 1) adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; 2) building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction; 3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and 4) turning around our lowest-achieving schools. Later versions of the Race to the Top program are focusing on improving state systems for early learning and advancing reforms at the district level. (http://www2. ed.gov/programs/racetothetop/ index.html)

Response to intervention (RTI): A framework and structure, mostly used in the special education setting, focused on changing the way schools support students with learning and behavior problems by systematically delivering a personalized range of interventions based on the extent of student needs.

School choice: Any policy that allows children to attend schools outside their local district boundaries (or to different schools within a district outside students' local neighborhood). Some choice programs are restricted to public schools (including charter, magnet, and traditional schools),

while others focus on choices among public and private/parochial schools.

School district: A defined geographic area that organizes K-12 schools serving students in that area.

School-based health center: A health facility located at a school site that has personnel who can address a range of health issues and provide clinical services. (www.sbh4all.org/site/c.ckLQKbOVLkK6E/b.7453519/k.BEF2/Home.htm)

School improvement plan: A document developed by a school and approved by the local education agency to serve as a blueprint for guiding the school's continuous improvement and progress toward identified student achievement objectives and targets.

School resource officer (SRO): A law enforcement officer placed in a school to protect students and staff and to serve as a resource to students and staff on a variety of legal issues, including the investigation of crimes or threats.

SEA: See "State education agency."

Secondary school: Another term for schools that comprise grades above the elementary level. Sometimes referred to as a "high school," which includes grades roughly 9th through 12th, the term often also includes middle grades schools.

Special education: This broad term describes the range of educational and supplemental services provided to students with disabilities who need individualized plans and specific services to help them realize their full academic, social, and developmental potential. (http://www2.ed.gov/about/offices/list/osers/osep/index.html)

Special needs student: A student who, because of physical, developmental, behavioral, or emotional disabilities, requires special instructional assistance.

SRO: See "School resource officer."

State Board of Education: The primary policymaking body for education at the state level, generally composed of individuals appointed by the governor or elected by citizens (or sometimes a combination of the two). While specific authorities differ across states, the state board of education typically sets academic standards and graduation requirements, develops the state assessment and accountability system, sets teacher and administrator licensure requirements, and generally oversees public education in the state.

State education agency (SEA): The state agency that has responsibility for the supervision of public elementary and secondary schools. The official name within a state may often be the "State Department of Education" or the "State Office of Public Instruction."

State Improvement Grants (SIG): A U.S. Department of Education program that provides grants to SEAs, which then make sub-grants to LEAs to substantially raise student achievement in their lowest-performing schools. (http://www2.ed.gov/programs/sif/index.html)

State academic standards: A set of academic benchmarks that students must meet to demonstrate proficiency in a specific content area.

STEM: Refers to science, technology, engineering and mathematics education.

Supplemental educational services (SES): Additional academic instruction designed to increase the academic achievement of students in schools that have not met state targets for annually increasing student achievement for three years or more.

Title I: A U.S. Department of Education formula grant, known as the "Education for the Disadvantaged—Grants to Local

Educational Agencies, Improving the Academic Achievement of the Disadvantaged." Title I provides funds to SEAs, which in turn provide funds to districts and schools with demonstrated financial need. (http://www2.ed.gov/programs/ titleiparta/index.html)

Title IX: Part of the federal education law that prohibits any entity receiving funds from the U.S. Department of Education from discriminating on the basis of sex, including sexual harassment; the failure to provide equal opportunity in athletics; discrimination in a school's science, technology, engineering, and math (STEM) courses and programs; and discrimination based on pregnancy. (http://www2.ed.gov/policy/ rights/guid/ocr/sexoverview.html)

Zero Tolerance: Policies that mandate predetermined consequences or punishments for a specific offense regardless of the circumstances surrounding it.

Principal: The key decision-maker and top official at every school. This person supervises the school's instructional program, maintains order and discipline; enforces federal, state, and district rules, policies, and laws; evaluates and supports teachers; and represents the school to parents and the community. Some schools have one or more assistant principals. Principals are the gatekeepers of a school and have the authority and responsibility to make decisions about most aspects of the school's operation and day-to-day management

Teachers and instructional staff: Those who oversee the day-to-day operations of a classroom or group of students, delivering the curriculum and helping students work toward established state standards. Teachers often know students best in the learning environment, and can promote healthy behaviors and positive social interactions. They can also be the first to detect when something is not right with a student.

School health program coordinator: A person designated to assist in the implementation and coordination of school health policies and programs by ensuring that the instruction and services provided through various components of the school health program are mutually reinforcing and present consistent messages. The coordinator also facilitates collaboration among school health program personnel and between them and other school staff, among other duties. This person may have another job in the school and serve as the designated coordinator in addition to that job.

School health council (also known as a school health advisory council, a SHAC, or a school health team): This body assists the principal with the oversight, management, planning, and evaluation of school health programs and policies. The council often includes parents and community representatives. It may be an advisory body or it might have some designated authority to enhance program coordination among staff members working on different components of the school health program.

Resource teacher: A person responsible for working with students who need additional support or attention. These teachers might help students in self-contained classrooms, in resource settings where students come for a portion of the school day, or

in regular classrooms with a mix of students.

Paraprofessional and classroom aide: A person responsible for assisting a teacher in routine class activities, sometimes working with small groups of students on particular projects or even performing specialized medical procedures in special-education settings. Aides might be assigned to work in specific classrooms or with specific students.

School nurse: This credentialed professional provides or supervises the management of a range of health services and responsibilities routinely provided on school campuses. The school nurse is often responsible for providing first aid and emergency services; monitoring and managing chronic health conditions and health outcomes; dispensing medication and administering nursing procedures, particularly for students with disabilities or special health care needs; conducting health screenings and assessing student health status; maintaining confidential health records of students and sometimes staff members; identifying educational difficulties that might have underlying health causes and arranging for referrals; case managing students with complex health needs, such as interacting with physicians and families; conducting classroom health education lessons, as requested; helping schools and districts develop and implement policies and procedures to promote and ensure health and safety; and coordinating with community agencies to identify and provide programs that meet the physical and mental health needs of students and families.

In related work, health aides are professionals without nursing certification who provide health services and are given some responsibility for managing medications and student records.

School health center staff: If a school has a school-based health center, these professionals (generally nurse practitioners and physicians' assistants) staff the center at a location on school grounds or nearby.

School physician: Some school districts employ a part- or full-time physician who provides health services to students and/or oversees or coordinates the health of students in the district.

Qualified mental health professional: These professionals are licensed and credentialed or certified and oversee the mental health needs of students. They include:

School social worker: Duties for these individuals include working with teams of school personnel, helping children and youth with physical or emotional problems, as well as working with those who face child abuse, neglect, domestic violence, poverty, and other problems. Sometimes this work entails one-on-one work with a child, but it also may include coordinating services, facilitating communication between parents and school staff, and providing a variety of services to students in special education.

School psychologist: Trained in mental health, child development, learning, behavior, and motivation, this person performs duties related to mental health promotion, intervention, and education. A key responsibility is assessment of academic skills, learning aptitudes, personality and emotional development, social skills, and eligibility for special education services.

School counselor: Provides services to students ranging from academic support, college counseling, and career guidance to personal counseling. A school counselor might also provide periodic classroom lessons on issues such as conflict resolution, peer mediation, bullying prevention, and promoting diversity and tolerance.

Specialty therapists: These licensed and credentialed/certified professionals provide specific services to students based on their individual needs, often as part of their special education services. They include:

Speech and language therapists or speech and language pathologists: Responsibilities include working with students on speech and language cognition and behaviors to develop and strengthen oral and aural skills.

Occupational therapists: These individuals work with students to develop and practice daily living and work skills, mostly focused on motor skills and coordination.

Physical therapists: These staff members work with students on issues related to motor skills or physical challenges that impede learning.

School food service staff: Personnel include food service managers and line workers. Food service managers plan meals and purchase supplies, while food service workers prepare and serve food, guided by the U.S. Department of Agriculture's regulations. They also participate in wellness councils and sometimes provide classroom instruction on nutrition concepts.

/department of education

The Department of Education (ED) has responsibility and oversight of many education programs, many of which have been discussed in this document. Additionally, ED provides funds to increase the number of K-12 students who meet their state standards for physical education through the Carol M. White Physical Education Program (PEP) (http://www2.ed.gov/programs/whitephysed/index.html); establish or expand elementary and secondary school counseling programs through the Elementary and Secondary School Counseling Program (www2.ed.gov/programs/elseccounseling/index.html); as well as providing funds through Project SERV for short- and long-term education-related services for LEAs and institutions of higher education to help them recover from a violent or traumatic event in which the learning environment has been disrupted. (www2.ed.gov/programs/dvppserv/index.html)

/department of agriculture

Food and Nutrition Service (FNS): FNS works to end hunger and obesity through 15 federal nutrition assistance programs, including school meals programs, WIC, and the Supplemental Nutrition Assistance Program (SNAP). FNS also features excellent nutrition education resources through its Team Nutrition program and information for schools on My Plate (dietary guidelines). (www.fns.usda.gov)

National Institute of Food and Agriculture (NIFA): Within the U.S. Department of Agriculture (USDA), NIFA is the federal partner in the U.S. Cooperative Extension System. NIFA provides federal funding to the system and, through program leadership, helps the system identify and address current issues and problems. Cooperative Extension coordinates the 4-H youth development program, whose mission is to "engage youth to reach their fullest potential while advancing the field of youth development." The name 4-H represents four personal development areas of focus for the organization: head, heart, hands, and health. 4-H supports approximately 90,000 clubs. (www.4-h.org)

/department of health and human services

Centers for Disease Control and Prevention

The Centers for Disease Control and Prevention (CDC) offer a variety of resources focused on enhancing child and youth health, as well as for school health programming. They provide evidence-based guidelines (such as on healthy eating and physical activity in schools, www.cdc.gov/healthyyouth/npao/strategies.htm), tools for schools to assess their school health policies and practices (School Health Index, www.cdc.gov/healthyyouth/shi/index.htm), as well as health education and physical education curriculum (www.cdc.gov/healthyyouth/HECAT/index.htm and www.cdc.gov/healthyyouth/pecat/index.htm, respectively), surveillance tools and data (www.cdc.gov/healthyyouth/data/index.htm), and technical assistance. CDC's Coordinated School Health Program has guided school health efforts for decades (www.cdc.gov/healthyyouth/cshp/index.htm). CDC also funds state and local health projects in a range of areas, many of which feature school-based interventions, and funds some state health departments to provide programming and policy support for school health. (General information, www.cdc.gov; for school health issues specifically, see www.cdc.gov/healthyyouth.)

Substance and Mental Health Services Administration

The Substance Abuse and Mental Health Services Administration (SAMHSA) leads public health efforts to advance the behavioral health of the nation, with a mission of reducing the impact of substance abuse and mental illness on America's communities. SAMHSA provides funding to LEAs through the Safe Schools, Healthy Students program (www.sshs.samhsa.gov/), as well as supporting initiatives to reduce suicide among youth (www.samhsa.gov/matrix2/matrix_suicide.aspx). (General information, www.samhsa.gov)

Health Resources and Services Administration

HRSA provides leadership, in partnership with key stakeholders, to improve the physical and mental health, safety, and well-being of the maternal and child health population, which includes all of the nation's women, infants, children, adolescents, and their families, including fathers and children with special health care needs. HRSA provides funding for school health professionals, including grants to improve access to oral health services for children in schools. HRSA also funds a resource for bullying prevention (www.stopbullyingnow.org). (General information, www.hrsa.gov)

/environmental protection agency

EPA is charged with protecting environmental resources in the United States and promoting environmental stewardship at home, at school and work, and in the community. EPA provides many resources for schools, including for classroom instruction at www.epa.gov/schools/. The agency also produced Voluntary Guidelines for States: Development and Implementation of a School Environmental Health Program (www.epa.gov/sc3/ehguidelines/index.html). (General information, www.epa.gov/).

/department of justice

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) provides national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization. OJJDP supports states and communities in their efforts to develop and implement effective prevention and intervention programs. (www.ojjdp.gov)

/department of the interior

The Bureau of Indian Affairs (BIA)/ Bureau of Indian Education (BIE) provides services (directly through contracts, grants, or compacts) to approximately 1.9 million American Indians and Alaska Natives. The mission of the BIE is "to provide quality education opportunities from early childhood through life in accordance with a tribe's needs for cultural and economic wellbeing, in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities." (www.bia.gov)

/department of transportation

The U.S. Department of Transportation coordinates with other federal partners to promote safe transport to and from school, most notably through its Safe Routes to Schools Program. (www.fhwa.dot. gov/environment/safe_routes_to_school/).

American Federation of Teachers (AFT) is an affiliate of the AFL-CIO. The AFT represents pre-K through 12th-grade teachers; paraprofessionals and other school-related personnel; higher education faculty and professional staff; federal, state, and local government employees; and nurses and other healthcare professionals. In addition, the AFT represents approximately 80,000 early childhood educators and nearly 250,000 retiree members. (www.aft.org)

Action for Healthy Kids (AFHK) educates school leaders, public health officials, parents, students, and other members of their network to increase their knowledge of nutrition and physical activity best practices for schools, as well as working to mobilize parents and volunteers to get programs that promote healthy lifestyles and wellness policies in schools. The organization also provides schools with evidence-based programs and services, funding, and resources so schools can implement wellness practices. (www.actionforhealthykids.org/)

American Academy of Pediatrics (AAP) is an organization of 60,000 pediatricians committed to optimal physical, mental, and social health, and well-being for all infants, children, adolescents, and young adults. (/www.aap.org)

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) is the largest organization of professionals involved in physical education, physical activity, dance, school health, and sport. Its mission is to advance professional practice and promote research related to health and physical education, physical activity, dance, and sport by providing its members with a comprehensive and coordinated array of resources, support, and programs to help practitioners improve their skills to further the health and well-being of the American public. (www.aahperd.org/)

American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social, and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. (schoolcounselor.org/)

American School Health Association (ASHA) is a multidisciplinary organization of administrators, counselors, dentists,

health educators, physical educators, school nurses, and school physicians that offers help and advice on quality school health programs. (www.ashaweb.org)

ASCD is a membership organization that develops programs, products, and services essential to the way educators learn, teach, and lead. Its Healthy Schools Community project is a worldwide effort to promote the integration of health and learning and the benefits of school-community collaboration (www.ascd.org/programs/healthy-school-communities.aspx) and ASCD's Whole Child project helps educators move from a vision about educating the whole child to sustainable, collaborative action (www.ascd.org/whole-child.aspx). (General information, www.ascd.org)

The Center for Health and Health Care in Schools (CHHCS) is a policy, resource, and technical assistance center whose goal is to promote children's health and school success by advancing school connected programs, policies and systems-connected programs, policies and systems. (www.healthinschools.org/)

Center for School Mental Health provides resources, research, and technical assistance for educators and communities to help them enhance mental health services in schools. (http://csmh.umaryland.edu/)

Council of Chief State School Officers is a national, nonpartisan membership organization representing state-level education leaders. (www.ccsso.org)

Food Allergy Research and Education (FARE) works on behalf of the 15 million Americans with food allergies, including all those at risk for life-threatening anaphylaxis. (www.foodallergy.org/)

National Association of Chronic Disease Directors (NACDD) members include over 3,000 specialized chronic disease practitioners working in public health departments across all 50 States and U.S. jurisdictions to prevent and control chronic disease. The organization's School Health Project helps chronic disease directors and their staff make informed decisions about a variety of school health issues. (www.chronicdisease.org/)

National Association of State Boards of Education (NASBE) represents state boards of education across the country and provides its members with a wide range of resources, professional learning opportunities, and in-state assistance. NASBE offers resources on issues related to school health through the organization's Center for Safe and Healthy Schools (www.nasbe.org/project/center-for-safe-and-healthy-schools/), including the

NASBE State School Health Policy Database (www.nasbe.org/healthy_schools/hs/index.php) and its series of school health policy guides, Fit, Healthy, and Ready to Learn (www.nasbe.org/fhrtl).

National Association of School Nurses (NASN) is a national membership organization, NASN represents school nurses and advances the specialty practice of school nursing to improve the health and academic success of all students. (www.nasn.org/Home)

National Association of School Psychologists (NASP) empowers school psychologists by advancing effective practices to improve students' learning, behavior, and mental health. (www.nasponline.org/)

National Education Association represents over 3 million members, including school faculty, staff, and personnel from pre-school through university graduate programs committed to advancing the cause of public education. NEA's Health Information Network maintains a regularly updated website of school health information and resources for teachers and other school personnel (www.neahin.org/). (General information, www.nea.org)

National School Boards Association (NSBA) is a nonprofit

organization representing state associations of school boards and their more than 90,000 local school board members throughout the United States, virtually all of whom are elected. These local officials govern more than 13,600 local school districts serving the nation's 50 million public school students. (www.nsba.org/)

Robert Wood Johnson Foundation (RWJF) is a philanthropic organization providing funds for projects focused on improving health and health care for all Americans. It focuses on a range of issues, including childhood obesity and public health, and many of its funded projects feature school-based interventions. (www.rwjf.org)

School-Based Health Alliance (formerly the National Assembly on School-Based Health Care) is the national voice for school-based health centers. (www.sbh4all.org)

AASA, the School Superintendents Association, is the professional organization for more than 13,000 education leaders in the United States and throughout the world. AASA members range from chief executive officers, superintendents, and senior level school administrators to cabinet members, professors, and aspiring school system leaders. (www.aasa.org/)

UCLA Center for Mental Health in Schools provides technical assistance and resources to schools and districts that want to enhance their mental health and psychosocial support services for students. (http://smhp.psych.ucla.edu/#)

WellSAT (Wellness School Assessment Tool) provides a standard method for the quantitative assessment of school wellness policies. The tool offers a consistent and reliable means of assessing the comprehensiveness and strength of school wellness policies within or among states. It was developed by researchers at Yale's Rudd Center for Food Policy and Obesity. (www.wellsat.org/)

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