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Page 1: Type of Public School Unit

Q1 **Local Education Agency (LEA)**

On behalf of which type of school/district are you providing information?

Page 3: School Health Advisory Council (SHAC) Information

Q2 **Caswell**

Select the name of your PSU from the drop-down list.

Q3

Please indicate the PSU SHAC contact person as appointed by the Superintendent.

First Name	Kimberly
Last Name	Shelton
Title	Lead School Nurse
Address	10390 NC Hwy 86 N
City	Providence
Zip Code	27379
Email Address	kimberly.shelton@caswell.k12.nc.us
Phone Number	336-388-2222

Q4

Please list the names and titles of your SHAC members.

2022 Healthy Active Children Progress Report / School Mental Health Policy Report

SHAC Members 2021-2022

Name	Position	Organization
Andrew Tyrrell	Assistant Superintendent	Caswell County Schools Central Office
Nelson Showalter	Director of Exceptional Children	Caswell County Schools - Central Office
Kimberly Mims	Director of Child Nutrition	Caswell County Schools - Central Office
Shannon Apple	District Testing Coordinator	Caswell County Schools - Central Office
Amy Adkins	School Nurse	Caswell County Schools - Bartlett Yancey HS
Amy Harger-Carter	School Nurse	Caswell County Schools - Oakwood Elem School
Nicole Hodges	School Nurse	Caswell County Schools - Dillard Middle School
Mary Holderness	School Nurse	Caswell County Schools - Stoney Creek Elementary School
Kim Miller	School Nurse	Caswell County Schools - South Creek Elementary School
Kim Shelton	Lead School Nurse	Caswell County Schools - North Elementary School
Anna Issacs	School Counselor	Caswell County Schools - Oakwood Elementary School
Beth deAristizabal	School Counselor	Caswell County Schools - Stoney Creek Elementary School
JoAnn Bunting	School Counselor	Caswell County Schools - Bartlett Yancey HS
Ren Wilson	School Counselor	Caswell County Schools - Bartlett Yancey HS
Lauren Appel	Behavior Specialist	Caswell County Schools - Central Office
Angela Outz	PE Teacher	Caswell County Schools - Dillard Middle School
Ryan Moretz	PE Teacher	Caswell County Schools - North Elementary School
Alicia Gregory	PE Teacher	Caswell County Schools - Stoney Creek, North, Oakwood
Marcy Williams	MPH, CHES, Health Service Coordinator	Caswell Cty Health Dept
Janet Crutchfield	Dental Hygienist	Public Health Dental- Caswell Cty
Sonia Granado	Teacher	-Caswell Cty
Tabitha Miles	Teacher	-Caswell Cty
Susan Cox	RN School Health Liaison	Caswell Cty Health Dept
Cynthia Richmond	RN School Health Liaison	Caswell Cty Health Dept
Billy Crumpton	CEO	Caswell Family Medical Center

<p>Q5</p> <p>Are you currently using the Whole School, Whole Community, Whole Child (WSCC) Model as a framework for your SHAC?</p>	<p>Yes</p>
<p>Q6</p> <p>Please indicate the number of members on your SHAC.</p>	<p>25</p>
<p>Q7</p> <p>Regarding the composition of your SHAC, please check the boxes if you have members that represent each of the coordinated school health components of the Whole School, Whole Community, Whole Child (WSCC) model listed below. (Select all that apply.)</p>	<p>Health Education,</p> <p>Physical Education & Physical Activity,</p> <p>Nutrition Environment & Services,</p> <p>Health Services,</p> <p>Counseling, Psychological, & Social Services,</p> <p>Social & Emotional Climate,</p> <p>Physical Environment,</p> <p>Employee Wellness,</p> <p>Family Engagement,</p> <p>Community Involvement</p>
<p>Q8</p> <p>How often did your SHAC meet in the past year, including virtual meetings?</p>	<p>4</p>
<p>Q9</p> <p>Did your SHAC meet virtually this school year due to COVID-19?</p>	<p>Yes</p>
<p>Q10</p> <p>Does your SHAC provide reports to any of the following? (Select all that apply.)</p>	<p>PSU Superintendent,</p> <p>Local Board of Education,</p> <p>Community/Public</p>

Q11

Policy is defined as a definite course or method of action developed to guide and determine present and future decisions that will produce a specific outcome. Please list below the key Policy successes your SHAC achieved during the 2021-2022 school year.

Adopting NC school board association polices

Following practice and protocols from Department of Health and Human Services related to Covid updates as needed

Reviewing of Social Emotional Learning and School Mental Health Policy per NC SBOE

Q12

Program and practice is defined as the way(s) that a plan or system is implemented in order to reach a specific goal. Please list below the key Program and Practice successes your SHAC achieved during the 2021-2022 school year.

Vegetable Garden established at an elementary school

Coordination of Vaccine Clinics for secondary students

Fitness health monitoring program established at elementary level for one school

Q13

Has your SHAC used any of the following assessment tools for your PSU? (Select all that apply.)

Whole School, Whole Community, Whole Child (WSCC) Assessment Tool

,

Local Wellness Policy Checklist,

Local Wellness Policy Triennial Assessment

Q14

Which of the following does your SHAC use to inform their work? (Select all that apply.)

Youth Risk Behavior Survey (YRBS) Data,

Healthy Active Children Policy Report Data

Q15

Please click and drag to arrange the following list of focus areas to indicate the priorities of your SHAC's work over the course of the past year. (Your SHAC's highest priority should be #1 and the lowest priority should be #13.) Areas of focus include: Alcohol and Other Drugs; Family and Community Involvement; Health Education; Health Services; HIV/STD/Teen Pregnancy Prevention; Injury and Violence Prevention; Mental Health, Counseling, Social Work; Nutrition; Physical Activity; Physical Education; Safe School Environment; Staff Wellness; Tobacco

Alcohol and Other Drugs	4
Family and Community Involvement	11
Health Education	12
Health Services	3
HIV/STD/Teen Pregnancy Prevention	13
Injury and Violence Prevention	8
Mental Health, Counseling, Social Work	2
Nutrition	7
Physical Activity	9
Physical Education	10
Safe School Environment	1
Staff Wellness	6
Tobacco	5

Q16

Yes

Does your SHAC use an Action Plan to guide their work?

Q17

In what areas do you need additional resources and/or assistance? (Select all that apply.)

Web-Based Resources,
Whole School, Whole Community, Whole Child (WSCC) Model
 ,
School-Based Mental Health Policy,
Health Services,
Counseling, Psychological & Social Services,
Social & Emotional Climate

Q18

In order to promote student health and reduce childhood obesity, does your Local Wellness Policy include:

Appropriate, evidence-based goals for nutrition education.	Yes
Appropriate, evidence-based goals for nutrition promotion.	Yes
Appropriate, evidence-based goals for physical activity.	Yes
Appropriate, evidence-based goals for other school-based activities designed to promote student wellness, reduce childhood obesity and address child hunger.	Yes
Nutrition guidelines for all foods and beverages sold on each school campus during the school day that are consistent with Federal regulations for school meal nutrition standards and the Smart Snacks in School nutrition standards.	Yes
Nutrition guidelines for all foods and beverages provided but not sold on the school campus during the school day, such as foods and beverages brought into the classroom for parties and events.	Yes
Policies for food and beverage marketing that restrict marketing and advertising to only those foods and beverages that meet Federal regulations for school meals nutrition standards and Smart Snacks in Schools nutrition standards.	Yes
Involvement of families, students, representatives of the school nutrition program, teachers of Physical Education, school health professionals, the school board, school administrators and the public in the development, implementation and periodic review and update of the Local Wellness Policy.	Yes
Communication to the public about the content and implementation of the Local Wellness Policy.	Yes
A plan for measuring implementation of the Local Wellness Policy, including designation of an LEA official to maintain responsibility for Local Wellness Policy implementation, compliance and reporting to the public.	Yes
Periodic measurement and assessment, available to the public on Local Wellness Policy implementation, including the extent to which schools are in compliance with the Local Wellness Policy, the extent to which the Local Wellness Policy compares to statutory requirements, and a description of the progress made in attaining the goals of the Local Wellness Policy.	Yes

Q19

20

Please estimate the percentage of schools in your PSU that provide staff wellness programs.

Q20

Please describe the types of staff wellness activities that are offered in your PSU.

After school exercise and conditioning/wellness class for employees

Page 5: Healthful Living (Physical Education & Health Education)

Q21

0

Please estimate the percentage of elementary students in your LEA that currently receive 150 minutes per week (i.e. 30 minute classes 5 days a week or 50 minute classes 3 days a week) of Physical Education taught by a licensed Physical Education teacher.

Q22

Please describe any challenges/barriers to providing all of your elementary students with 150 minutes of Physical Education per week.

Scheduling and access to certified PE teachers limit our number of minutes to about 90/ per week of structured PE

Q23

0

Please estimate the percentage of middle school students in your LEA that currently receive 225 minutes per week (i.e. 45 minute classes 5 days a week or 75 minute classes 3 days a week) of Healthful Living taught by licensed Health and Physical Education teachers.

Q24

Please describe any challenges/barriers to providing all of your middle school students with 225 minutes of Healthful Living per week.

Due to scheduling of core classes and limit of certified PE teachers limit our number of minutes to 200 during the PE semester

Q25

50

Please estimate the percentage of middle school Healthful Living courses in your district that are divided into 50% Physical Education and 50% Health Education?

Q26

What curricula/resources (i.e. SPARK, locally-created lessons, etc.) are being used to teach elementary (grades K-5) Physical Education in your PSU?

Local Created lessons are developed for the elementary PE classes.
Adaptive PE lessons are local as well based on the childs needs

Q27

What curricula/resources (i.e. SPARK, locally-created lessons, etc.) are being used to teach middle school (grades 6-8) Physical Education in your PSU?

Locally Created lessons are used in middle school PE

Q28

What curricula/resources (i.e. CATCH, locally-created lessons, etc.) are being used to teach elementary (grades K-5) Health Education in your PSU?

Locally Created lessons intergrated within the classrooms

Q29

What curricula/resources (i.e. CATCH, locally-created lessons, etc.) are being used to teach middle school (grades 6-8) Health Education in your PSU?

Locally created lessons within the classroom

Q30

Does your PSU require daily:

Physical Education classes for students in all elementary schools in your district? **No**

Healthful Living classes for students in all middle schools in your district? **No**

Q31

Within your PSU, did any teacher(s) withhold recess, intramurals, physical education, or other physical activity as a punishment? (This includes withholding physical activity to make up work or to do extra work.)

No, there have been no teachers that have withheld any physical activity as punishment.

Page 6: Compliance Regarding Withholding Physical Education

Q32

Respondent skipped this question

You indicated that one or more teachers in your PSU withheld physical activity (including physical education, recess, intramurals) as punishment, please indicate how you plan to bring such teachers into compliance with the Healthy Active Children Policy. Include barriers and successful strategies for compliance.

Page 7: Physical Activity

Q33

Yes

ALL elementary schools in our PSU currently provide 30 minutes of daily moderate to vigorous physical activity.

Q34

**Physical Education,
Recess,
Classroom Energizers**

Which of the following resources are used in your PSU to meet the physical activity requirement at the elementary school level? (Select all that apply.)

Q35

No

ALL middle schools in our PSU currently provide 30 minutes of daily moderate to vigorous physical activity.

Q36

**Classroom Energizers,
Other (please specify):
walking breaks**

Which of the following resources are used in your PSU to meet the physical activity requirement at the middle school level? (select all that apply)

Q37

**Local Wellness Plan,
Safe Schools Plan,
School Improvement Plan**

Which of the following is the Healthy Active Children Policy incorporated into in your PSU? (Select all that apply.)

Q38

Please indicate whether your LEA provides the following:

- Offer a variety of healthful, appealing food and beverage options for students. **Yes**
- Demonstrate a commitment to utilizing non-food related strategies to recognize and reward students. **Yes**
- Offer nutrition education that aligns with national dietary guidelines. **Yes**
- Offer nutrition education that adheres to state academic standards. **Yes**
- Offer nutrition education that utilizes integrated instruction. **Yes**
- Offer nutrition education that is grade-specific. **Yes**
- Offer nutrition education that is sequential in building skills for students to choose, prepare and consume healthy foods and beverages. **Yes**
- Offer nutrition education that connects the classroom, cafeteria and community with involvement from teachers, school staff, School Nutrition professionals, families, students and the community. **Yes**

Page 9: Coordinated School Health Programs (CSHP)

- Q39** **Yes, we have a written community use of facilities policy.**
Does your PSU have a written community use of facilities policy that allows use of school athletic facilities or other school facilities by community members outside of school hours or when school is in not in session?

Page 10: Community Use of Facilities Policy Publicity

- Q40** **Website**
You indicated that your PSU does have a written community use of facilities policy. Please select all of the methods that are used to publicize the policy.

Page 11: Technical Assistance

Q41

Please check the ways in which your PSU has received technical assistance in addressing the Whole School, Whole Community, Whole Child (WSCC) Model, School Health Advisory Council, Local Wellness Policy, and/or the School-Based Mental Health Policy. (Select all that apply.)

Did not receive technical assistance	Local Wellness Policy, School-Based Mental Health Policy
Phone conversation with DPI staff	School Health Advisory Council
E-mail correspondence with DPI staff	School Health Advisory Council
Attending professional development events provided by DPI	School Health Advisory Council, School-Based Mental Health Policy
Attending professional development events provided by the NC Comprehensive School Health Training Center	School Health Advisory Council
Webinars	WSCC Model, School Health Advisory Council
Website for DPI School Nutrition Services (childnutrition.ncpublicschools.gov)	WSCC Model, School Health Advisory Council

Page 12: Program Challenges and Overall Successes

Q42

Please share any barriers that your PSU has encountered implementing the Healthy Active Children Policy during the 2021-2022 school year.

Due to the ongoing COVID -19 effects and the lack of the teaching staff . The impact of having sufficient staff in the classroom was an enormous task for this school year.

Q43

Please take this time to highlight any other successes regarding the Healthy Active Children Policy in your PSU. (We look forward to sharing these with the State Board of Education.)

Reorganization of SHAC including the outreach of key stake holders in the community.

Page 13: Healthy Youth Act

Q44

Yes

Does your PSU have a local policy that reflects the Healthy Youth Act (Reproductive Health and Safety Education)?

Page 14: Policy Update: Healthy Youth Act

Q45 Date **07/29/2010**

You indicated that your PSU has a local policy that reflects the Healthy Youth Act (Reproductive Health and Safety Education), when was the policy last updated?

Page 15: School Violence Prevention Act

Q46 Yes

Does your PSU have a local policy that reflects the School Violence Prevention Act (Bullying and Harassment)?

Page 16: Policy Update: School Violence Prevention Act

Q47 Date **08/14/2020**

You indicated that your PSU has a local policy that reflects the School Violence Prevention Act (Bullying and Harassment), when was the policy last updated?

Page 18: School Mental Health Policy Report (Non-LEA Public School Units)

Q48 Respondent skipped this question

Please provide the name of your Public School Unit (PSU).

Q49 Respondent skipped this question

Please provide your contact information.

Page 19: School Mental Health Policy Report

Q50

Upload a copy of the school-based mental health plan adopted in the unit, including the mental health training program and suicide risk referral protocol.

Social Emotional Learning and school mental health.pdf (2.9MB)

Q51

What data sources did you use to help identify priorities?
(Choose all that apply.)

PowerSchool Data,

SHAPE (School Health Assessment and Performance Evaluation)

,

ECATS MTSS Early Warning System Data,

FAM-S (Facilitated Assessment of MTSS - School Level),

District Report Card Data

Q52

Does your plan address universal promotion of mental and social-emotional wellness and prevention through core instruction, curriculum, and school environment?

Yes

Q53

Please describe at least two universal promotion of mental and social-emotional wellness and prevention activities in your plan.

Positive behavior intervention and support system of support for students at all schools

Continue implementation of the district developed initiative to address peer interactions and bullying at the elementary level.

Q54

To what extent did your PSU address universal promotion of mental and social-emotional wellness and prevention through core instruction, curriculum, and school environment in the 2021-2022 school year?

Somewhat addressed,

Comments (optional):

The district implemented a multi-tiered system of support providing tier 1, tier 2, and tier 3 support for identified students through professional development with regional consultant and school level teams.

Q55

Does your plan include a mental health training program provided to school employees addressing the topics listed below, including at least six hours of content for initial training occurring within first six months of employment and annual subsequent training of at least two hours?

Youth Mental Health	Yes
Suicide Prevention	Yes
Substance Abuse	Yes
Teenage Dating Violence	Yes
Child Sexual Abuse Prevention	Yes
Sex Trafficking Prevention	Yes
Adult Social Emotional Learning/Mental Wellness	Yes

Q56

To what extent did your PSU address mental health training programs provided to school employees addressing the topics of youth mental health, suicide prevention, substance abuse, teenage dating violence, child sexual abuse prevention, sex trafficking prevention, and adult social-emotional learning/mental wellness in the 2021-2022 school year?

Fully addressed,

Comments (optional):

Program used to fully address these were Public School Works.

Q57

Does your plan address early intervention for mental and social-emotional health, including:

Processes for identifying students who are experiencing and/or are at risk of developing SEL and/or mental health issues at school **Yes**

Annual review of the PSU's policies, procedures, and/or practices for crisis intervention **Yes**

Identification of methods for strengthening the PSU's response to mental and social-emotional health and substance use concerns in the school setting, including the role of crisis intervention teams **Yes**

Annual review of the PSU's discipline policies and practices **Yes**

Identification of strategies to avoid over-reliance on suspension or expulsion in the discipline of students with identified mental and social-emotional health or substance use concerns **Yes**

Inclusion of PSU in the local community emergency preparedness plan **Yes**

Q58

To what extent did your PSU address early intervention for mental and social-emotional health in the 2021-2022 school year?

Somewhat addressed,

Comments (optional):

The district continues to develop and implement effective strategies to support students.

Q59

Does your plan address how students in need will access and transition within and between school and community-based mental health and substance use services, including:

Strategies to improve access to school and community-based services for students and their families, e.g., by establishing arrangements for students to have access to licensed mental health professionals at school **Yes**

Strategies to improve transitions between and within school and community-based services, e.g., through the creation of multi-disciplinary teams to provide referral and follow-up services to individual students **Yes**

Formalized protocols for transitioning students to school following acute/residential mental health treatment **Yes**

Q60

To what extent did your PSU address how students in need will access and transition within and between school and community-based mental health and substance use services in the 2021-2022 school year?

Somewhat addressed,
 Comments (optional):
 The district continues to develop protocols to assist the students transitioning back into the schools and various out of school placements

Q61

Does your plan address improving staffing ratios for licensed specialized instructional support personnel such as school counselors, school nurses, school psychologists, school social workers, and school occupational therapists?

Yes

Q62

To what extent did your PSU address improving staffing ratios for licensed specialized instructional support personnel such as counselors, school nurses, school psychologists, school social workers, and school occupational therapists in the 2021-2022 school year?

Somewhat addressed,
 Comments (optional):
 The district hired 2 additional school nurses to improve the ratio of 1/nurse per school.

Q63

With what mental health and substance use providers does your PSU have a Memorandum of Understanding (MOU) regarding respective roles and relationships on coordination of referral, treatment, and follow-up for individual students in need of services?

Local Mental Health Service Provider

Q64

To what extent did your PSU address establishing/maintaining Memorandums of Understanding (MOUs) with mental health and substance use providers regarding respective roles and relationships on coordination of referral, treatment, and follow-up for individual students in need of services in the 2021-2022 school year?

Somewhat addressed,

Comments (optional):

The district had a MOU with local mental health provider to service the students.

Q65

In addition to school personnel, which of the following stakeholders are engaged in your goal of building school, family, and community partnerships to create and sustain coordinated mental and social-emotional health and substance use supports and services for students.

Students,

Families,

Community Service Providers,

County/City Agencies

Q66

To what extent did your PSU address engaging stakeholders in your goal of building school, family, and community partnerships to create and sustain coordinated mental and social-emotional health and substance use supports and services for students in the 2021-2022 school year?

Somewhat addressed,

Comments (optional):

The district continues to establish community partnerships to supports students mental and social/emotional health.

Q67

What supports does your PSU need to improve compliance with the School Mental Health Policy and improve outcomes for students?

The district needs to increase the number of specialized support personnel and access to mental health services within the community.
