

Q1. On behalf of which type of school/district are you providing information?

- Local Education Agency
- Charter School
- Regional School
- Laboratory School

Q2. Introduction

NC Healthy Schools, within the NC Department of Public Instruction, is in the process of collecting the 2023 Healthy Active Children Policy Report. All local education agencies (LEAs) are required to report their progress on meeting the NC State Board of Education's Healthy Active Children (HAC) Policy, SHLT-000. This survey is being conducted to address this reporting requirement. The 2023 Healthy Active Children Policy Report must be completed online by each LEA no later than September 15, 2023. You may want to write your narrative, lists, and brief descriptions in Microsoft Word first and then paste them into the report form. If possible, we suggest working with colleagues to answer survey questions before completing the online survey. To assist with this effort, a copy of the survey was included with your email invitation. Your input is vitally important to this process. The results from this survey will continue to help inform state administrators about student health-related issues. Also note the information at the end of the survey regarding principal and superintendent attestation forms. If you have questions regarding this survey, please contact Les Spell, Data and Policy Consultant for NC Healthy Schools, at Les.Spell@dpi.nc.gov or 984-236-2815. When all reports have been collected electronically, survey results will be submitted to the Department of Public Instruction leadership and the State Board of Education.

Q19.

School Health Advisory Council (SHAC) Information

SBE, LEA/Cherokee. Select your SBE Region and PSU.

SBE Region
PSU

SBE and Charter/lab. Select your SBE Region and PSU.

This question was not displayed to the respondent.

Q22. Provide the following contact information.

First Name	<input type="text" value="Kimberly"/>
Last Name	<input type="text" value="Shelton"/>
Title/Position	<input type="text" value="Lead School Nurse"/>
Work Email Address	<input type="text" value="kimberly.shelton@caswell.k12.nc.us"/>
Work Phone Number	<input type="text" value="336-388-2222"/>

Q11. Please list the names and titles of your SHAC members.

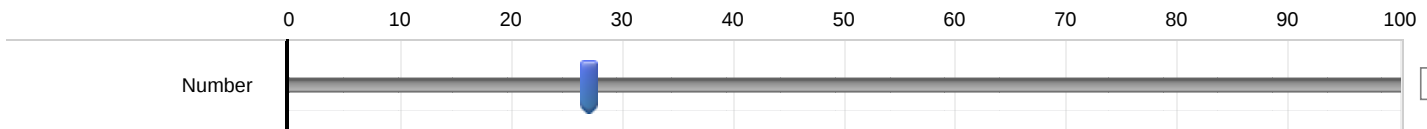
Mary Holderness RN, BSN, NCSN- Co Chair of SHAC committee- School Nurse Caswell Amy Adkins RN, BSN, NCSN- Co Chair of SHAC committee- School Nurse Caswell County Kim Miller RN- School Nurse Caswell County Schools Kimberly Shelton RN, BSN, NCSN- Lead School Nurse Caswell County Schools Nikki Hodges RN, BSN, NCSN- School Nurse Caswell County Schools Dr. Carla Murray- Assistant Superintendent Caswell County Schools Jennifer O'Briant- Director of Student Services Caswell County Schools Nelson Showalter- Director of Exceptional Children Caswell County Schools Jolandria Graves-Director of Nutrition Caswell County Schools Shannon Apple- District Testing Coordinator Caswell County Schools Julia Allen-Behavior Specialist Caswell County Schools Michelle Moon RN- Nurse at Compassion Healthcare Alicia Martinez- PE teacher (Elementary) Caswell County Schools Angel Outz- PE teacher (Middle) Caswell County Schools Ryan Moretz-PE teacher (Elementary) Caswell County Schools Beth DeAristizabal- School Counselor (Elementary) Caswell County Schools Ren Wilson- School Counselor (High) Caswell County Schools Janet Crutchfield- Public Health Dental Hygienist Cynthia Richmond RN-Caswell County Health Department William Crumpton-CEO Compassion Healthcare Vennie Beggarly - School Board Member Caswell County Schools Laura Sharpe- Vaya Health Member April McKinney- Parent of Caswell County Schools Leia Rollins-Parent of Caswell County Schools Linda Clark-Parent of Caswell County Schools Tonya Pegg- JCPC Representative Jane Furrow RN- Nurse Compassion Healthcare

Q12. Are you currently using the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#) as a framework for your SHAC?

Yes

No

Q13. Please indicate the number of members on your SHAC.



Q14. 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.)

Health Education

Physical Education & Physical Activity

Nutrition Environment & Services

Health Services

Counseling, Psychological, & Social Services

Social & Emotional Climate

Physical Environment

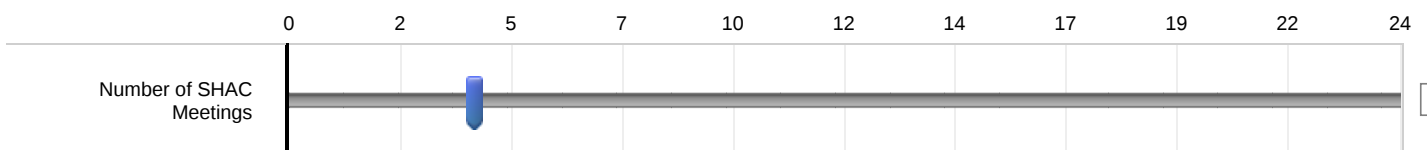
Employee Wellness

Family Engagement

Community Involvement

If other representatives are not listed, please specify.

Q15. How many times did your SHAC meet in the past year?



Q16. Select the groups/individuals that receive reports from your SHAC. (Select all that apply.)

- PSU Superintendent
- Local Board of Education
- Local Board of Health
- County Commissioners
- Community/Public
- None of the above

Other (please specify)

Q17. 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 describe any Policy successes your SHAC achieved during the 2022-2023 school year.

Conducted Triennial Wellness Assessment survey with results reported Audit conducted by NCDPI Review/Update of School Board Policy #6220
Operation of Nutrition Services Review/Update of School Board Policy #6140 School Wellness Policy Review/Update of School Board Policy #6125
Administering Medications to Students

Q18. Program and practice is defined as the way(s) that a plan or system is implemented in order to reach a specific goal. Please describe any Program and Practice successes your SHAC achieved during the 2022-2023 school year.

Immunization Project Planned and implemented to include two different vaccination clinics (Fall/Spring) to both Middle and High Schoolers In cooperation with community partner (Compassion Healthcare) implemented Teletherapy services for students in need of mental health counseling. The counseling sessions were completed during the school day to allow for equitable access. Vape detectors purchased and installed for the High School in 10 areas in the bathrooms leading to a reduction in vaping use/suspensions Dental Screenings completed by partner (State Dental Health Hygienist) in all elementary schools with sealant projects completed in two elementary schools Partnered with Renaissance Wellness Agency with students allowing elementary and Middle Schoolers to receive needed counseling services at the school setting When needed this agency provided in-home services to students of Caswell County Schools

Q19. Please select any of the following assessment tools your SHAC has used. (Select all that apply.)

- [Whole School, Whole Community, Whole Child \(WSCC\) Assessment Tool](#)
- [School Health Index](#)
- [Alliance for a Healthier Generation Assessment](#)
- [WellSAT](#)
- [Local Wellness Policy Checklist](#) (Word Document Download)
- [Local Wellness Policy Triennial Assessment](#)
- None of the above
- Other (please specify)

Q20. Please select any of the following data sources your SHAC has used to inform their work. (Select all that apply.)

- [Youth Risk Behavior Survey \(YRBS\) Data](#)
- [Healthy Active Children Policy Report Data](#)
- [School-Based Mental Health Policy Report Data](#)

[School Health Profiles Survey \(Profiles\) Data](#)

[School Health Index Data](#)

None of the above

Other (please specify)

Q21. 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; STI/Teen Pregnancy Prevention; Injury and Violence Prevention; Mental Health, Counseling, Social Work; Nutrition; Physical Activity; Physical Education; Safe School Environment; Staff Wellness; Tobacco/Vaping

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

Q22. Does your SHAC use an Action Plan to guide their work?

Yes

No

Q97. In the past school year, did your SHAC receive Mental & Behavioral Health funds (up to \$60,000) from the Division of Child and Family Well-Being (DCFV)?

Yes

No

Q98. How much local funding is allocated for your SHAC?

Q99. What is the source of your local SHAC funding?

Q23. In what areas do you need additional resources and/or assistance? (Select all that apply.)

- [Whole School, Whole Community, Whole Child \(WSCC\) Model](#)
- [School Health Advisory Councils \(SHACs\)](#)
- [School-Based Mental Health Policy](#)
- Capacity Building (i.e. [team building](#), conflict resolution)
- [Evaluation](#)
- [Health Education](#)
- [Physical Education](#)
- [Physical Activity](#)
- [Nutrition Environment & Services](#)
- [Health Services](#)
- [Counseling, Psychological, & Social Services](#)
- [Social & Emotional Climate](#)
- [Physical Environment](#)
- [Employee Wellness](#)
- [Family Engagement](#)
- Community Involvement
- [Local Wellness Policy](#)
- [Needs Assessment](#)
- Policy Development
- Successful Fundraisers
- Content Based Training (please specify)
- Other (please specify)
- None of the above

Q20.

Local Wellness Policy

Q21. Please indicate whether or not your [Local Wellness Policy](#) includes each of the following aspects to promote student health and reduce childhood obesity:

	Yes	No
Appropriate, evidence-based goals for nutrition education .	<input checked="" type="radio"/>	<input type="radio"/>
Appropriate, evidence-based goals for nutrition promotion .	<input checked="" type="radio"/>	<input type="radio"/>
Appropriate, evidence-based goals for physical activity.	<input checked="" type="radio"/>	<input type="radio"/>
Appropriate, evidence-based goals for other school-based activities designed to promote student wellness, reduce childhood obesity and address child hunger.	<input checked="" type="radio"/>	<input type="radio"/>
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.	<input checked="" type="radio"/>	<input type="radio"/>

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.



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.



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.



Communication to the public about the content and implementation of the Local Wellness Policy.



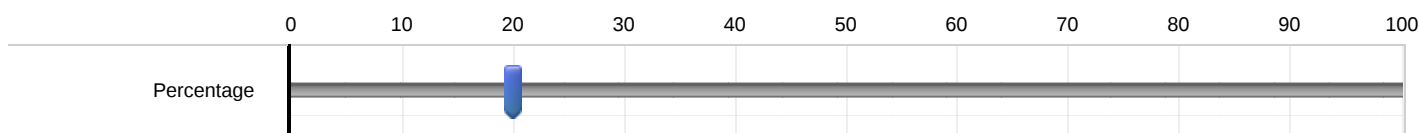
A plan for measuring implementation of the Local Wellness Policy, including designation of an LEA official to maintain responsibility for Local Wellness Policy implementation, compliance and reporting to the public.



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.



Q22. Please estimate the percentage of schools in your PSU that offer [staff wellness](#) programs.



Q23. Please describe the types of [staff wellness](#) activities that are offered in your PSU.

After School Exercise and Conditioning /wellness class for employees

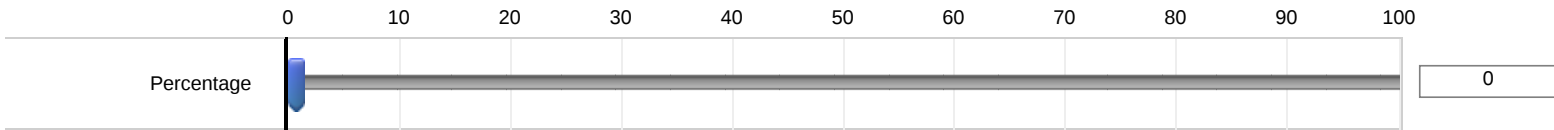
Q24.

Healthful Living (Physical Education & Health Education)

Q100. How many licensed Physical Education teachers taught elementary students in your PSU in the 2022-2023 school year?

4

Q25. Please estimate the percentage of elementary students in your PSU 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.



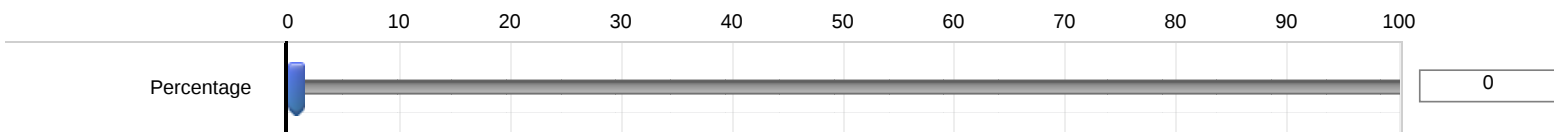
Q26. Please describe any challenges/barriers to providing all of your elementary students with 150 minutes per week of [Physical Education](#) taught by a licensed Physical Education teacher.

Scheduling and access to certified PE teachers limit our number of minutes to average 90 mins per week of structured PE classes.

Q101. How many licensed Health/Physical Education teachers taught middle school students in your PSU in the 2022-2023 school year?

3

Q27. Please estimate the percentage of middle school students in your PSU 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.



Q28. Please describe any challenges/barriers to providing all of your middle school students with 225 minutes per week of [Healthful Living](#) taught by licensed Health and Physical Education teachers.

Due to core class scheduling and the limit of certified PE teachers our average number of minutes is 220 per week.

Q29. Consider the middle school [Healthful Living](#) (combined Health Education & Physical Education) courses in your PSU. What is the average percent of class time that is dedicated to [Health Education](#), and what is the average percent of class time that is dedicated to [Physical Education](#)? (These should add up to 100%.)



Health Education		20
Physical Education		80

Q31. What curricula/resources (i.e. SPARK, locally-created lessons, etc.) are being used to teach elementary (grades K-5) Physical Education in your PSU?

Locally created lessons are used for both adaptive PE and regular PE classes.

Q32. 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 for Middle schoolers

Q33. 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 for both special needs and regular classes

Q34. 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 are used for middle school health education

Q35. Does your PSU require daily:

	Yes	No
Physical Education classes for students in all elementary schools in your district?	<input type="radio"/>	<input checked="" type="radio"/>
Healthful Living classes for students in all middle schools in your district?	<input type="radio"/>	<input checked="" type="radio"/>

Q36. 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

Yes

Q37. You indicated that one or more teachers in your PSU withheld physical activity 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.

This question was not displayed to the respondent.

Q38.

Physical Activity

Q39. Do ALL elementary schools in your PSU currently provide 30 minutes of daily [moderate to vigorous physical activity](#)?

Yes

No

Q40. 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.)

[Physical Education](#)

[Recess](#)

[Classroom Energizers](#)

[Intramurals](#)

[CATCH](#)

[GoNoodle](#)

Other (please specify)

Q41. Do ALL middle schools in your PSU currently provide 30 minutes of daily moderate to vigorous physical activity?

Yes

No

Q42. 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.)

[Physical Education](#)

[Recess](#)

[Classroom Energizers](#)

[Intramurals](#)

[CATCH](#)

[GoNoodle](#)

Other (please specify)

Q43. Which of the following is the Healthy Active Children Policy incorporated into in your PSU? (Select all that apply.)

- [Local Wellness Plan](#)
- [School Improvement Plan](#)
- [School Safety Plan](#)
- Other (please specify)
- None of the above

Q44.

[Nutrition Environment & Services](#)

Q45. Please indicate whether or not your PSU does each of following:

	Yes	No
Offer a variety of healthful, appealing food and beverage options for students.	<input checked="" type="radio"/>	<input type="radio"/>
Demonstrate a commitment to utilizing non-food related strategies to recognize and reward students .	<input checked="" type="radio"/>	<input type="radio"/>
Offer nutrition education that aligns with national dietary guidelines.	<input checked="" type="radio"/>	<input type="radio"/>
Offer nutrition education that adheres to state academic standards.	<input checked="" type="radio"/>	<input type="radio"/>
Offer nutrition education that utilizes integrated instruction.	<input checked="" type="radio"/>	<input type="radio"/>
Offer nutrition education that is grade-specific.	<input checked="" type="radio"/>	<input type="radio"/>
Offer nutrition education that is sequential in building skills for students to choose, prepare and consume healthy foods and beverages.	<input checked="" type="radio"/>	<input type="radio"/>
Offer nutrition education that connects the classroom, cafeteria and community with involvement from teachers, school staff, School Nutrition professionals, families, students and the community.	<input checked="" type="radio"/>	<input type="radio"/>

Q46.

[Coordinated School Health Programs \(CSHP\)](#)

Q47. 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 not in session?

- Yes, we have a written community use of facilities policy.
- No, we do not have a written community use of facilities policy, but community members do use school facilities for physical activity.
- No, we do not have a written community use of facilities policy.

Q48. 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.

- Email
- Website
- Signage
- Other (please specify)
- None of the above

Q49.

Technical Assistance

Q50. 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.)

	<u>WSCC Model</u>	<u>School Health Advisory Council</u>	<u>Local Wellness Policy</u>	<u>School-Based Mental Health Policy</u>
Did not receive technical assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Phone conversation with DPI staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E-mail correspondence with DPI staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Local site visit with DPI staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Meeting with DPI staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attending professional development events provided by DPI	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virtual Office Hours	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attending professional development events provided by the NC School Health Training Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications with state public health staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications with other state agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Webpage for NC Healthy Schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Webinars	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Webpage for DPI Office of School Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Q51.

Challenges and Successes

Q52. Please share any barriers that your PSU has encountered implementing the Healthy Active Children Policy during the 2022-2023 school year.

Lack of staff has been a burden in implementing the healthy active children policy. Knowledge of local school board understanding the rationale of having/following the school wellness policy has been a challenge for updating policy revisions suggested by the NCSBA.

Q53. 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](#).)

Addition of Renaissance Wellness to serve the Elementary and Middle Schools to serve the mental health needs of students. Creation of Telehealth at the high school setting to serve the mental health needs of students.

Q54.

Healthy Youth Act

Q55. Does your PSU have a local policy that reflects the [Healthy Youth Act](#) (Reproductive Health and Safety Education)?

Yes

No

Q56. 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?

Date (MM/DD/YYYY)

07/18/2022

Q57.

School Violence Prevention Act

Q58. Does your PSU have a local policy that reflects the [School Violence Prevention Act](#) (Bullying and Harassment)?

Yes

No

Q59. 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?

Date (MM/DD/YYYY)

10/25/2021

Q61.

Healthy Active Children Policy Attestation Forms

Q60. Remember to ensure all principals in your PSU complete and sign the Healthy Active Children Policy Principal Attestation Form and keep those documents on file within your PSU. Please forward an electronic copy of the signed Healthy Active Children Policy Superintendent Attestation Form to the attention of Les Spell at Les.Spell@dpi.nc.gov by September 15, 2023.

Q62.

School-Based Mental Health Policy Report

Q63. In accordance with North Carolina [SL 2019-245](#) and [SL 2020-7](#) and with State Board of Education Policy [SHLT-003](#), each K-12 school unit (a local administrative unit, a charter school, a regional school, an innovative school, or a laboratory school) is required to upload a copy of their School Mental Health Improvement Plan and answer the questions in this section.

Q64. 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. The allowable file types are PDF, DOC, DOCX, PNG, JPG, JPEG, or GIF.

[Caswell Mental Health SEL Plan \(1\).pdf](#)

158.6KB

application/pdf

Q65. What data sources did you use to help identify priorities? (Select all that apply.)

- [Youth Risk Behavior Survey \(YRBS\)](#)
- [Annual School Health Services Report](#)
- [PowerSchool Data](#)
- [Say Something App Data](#)
- [School Health Assessment and Performance Evaluation \(SHAPE\)](#)
- [ECATS MTSS Early Warning System Data](#)
- [FAM-S \(Facilitated Assessment of MTSS - School Level\)](#)
- [District Report Card Data](#)
- [Racial Equity Report Card Data](#)
- Other (please specify)

Q66. Does your plan address universal promotion of mental and social-emotional wellness and prevention through core instruction, curriculum, and school environment?

- Yes
- No

Q67. Please describe at least two universal promotion of mental and social-emotional wellness and prevention activities in your plan.

Panorama Social and Emotional Surveys were given to all students in the Fall/Spring with School Counselors analyzing the data and developing lesson plans and groups to address mental health needs of the students Continue to use PBIS and MTSS initiatives to develop school wide strategies for tiered support at all levels

Q69. 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 2022-2023 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q70. This space is for optional comments regarding the previous question.

New Mental Health Resources were developed and implemented with community agencies to provide students with counseling services via telehealth and/or in-person/in-home services.

Q71. 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?

	Yes	No
Youth Mental Health	<input checked="" type="radio"/>	<input type="radio"/>
Suicide Prevention	<input checked="" type="radio"/>	<input type="radio"/>
Substance Abuse	<input checked="" type="radio"/>	<input type="radio"/>
Teenage Dating Violence	<input checked="" type="radio"/>	<input type="radio"/>
Child Sexual Abuse Prevention	<input checked="" type="radio"/>	<input type="radio"/>
Sex Trafficking Prevention	<input checked="" type="radio"/>	<input type="radio"/>
Adult Social Emotional Learning / Mental Wellness	<input checked="" type="radio"/>	<input type="radio"/>

Q72. 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 2022-2023 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q73. This space is for optional comments regarding the previous question.

Continued to address this area utilizing Public School Works for staff

Q74. Does your plan address early intervention for mental and social-emotional health, including:

	Yes	No
Processes for identifying students who are experiencing and/or are at risk of developing SEL and/or mental health issues at school	<input checked="" type="radio"/>	<input type="radio"/>
Annual review of the PSU's policies, procedures, and/or practices for crisis intervention	<input checked="" type="radio"/>	<input type="radio"/>

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



Annual review of the PSU's discipline policies and practices



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



Inclusion of PSU in the local community emergency preparedness plan



Q75. To what extent did your PSU address early intervention for mental and social-emotional health in the 2022-2023 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q76. This space is for optional comments regarding the previous question.

Q77. 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:

	Yes	No
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	<input checked="" type="radio"/>	<input type="radio"/>
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	<input checked="" type="radio"/>	<input type="radio"/>
Formalized protocols for transitioning students to school following acute/residential mental health treatment	<input checked="" type="radio"/>	<input type="radio"/>

Q78. 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 2022-2023 school year?

- Fully addressed
- Somewhat addressed

Not addressed

Q79. This space is for optional comments regarding the previous question.

Continuing to develop various protocols and community partners to address the mental health needs of all students

Q80. 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

No

Q81. 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 2022-2023 school year?

Fully addressed

Somewhat addressed

Not addressed

Q82. This space is for optional comments regarding the previous question.

Continue to have 2 additional nurses on board expanding this coverage allowing one nurse to be present at all times on each school campus from a grant ending June/2024. Currently trying to hire school social worker position that has been vacant for the school year of 2023-24.

Q83. 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? (Select all that apply.)

[Local Management Entity/Managed Care Organization \(LME/MCO\)](#)

[Local Mental Health Service Provider](#)

Other (please specify)

None of the above

Q84. 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 2022-2023 school year?

Fully addressed

Somewhat addressed

Q85. This space is for optional comments regarding the previous question.

2 MOUS - Compassion Healthcare and Renaissance Wellness MOUs were maintained throughout the school year.

Q86. 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? (Select all that apply.)

- Students
- Families
- Community Service Providers
- County/City Agencies
- Faith-Based Organizations
- Professional Associations
- University/College
- Other (please specify)

Q87. 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 2022-2023 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q88. This space is for optional comments regarding the previous question.

Q91. Do you have a signs of abuse display in a high traffic area of every school that has grades 6-12?

- Yes
- No
- In process

Q92. To what extent did your PSU address displaying signs of abuse in a high traffic area of all 6–12 schools in the 2022-2023 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q93. This space is for optional comments regarding the previous question.

Q94. How do you plan to distribute the signs of abuse document to students in grades 6-12? (Select all that apply.)

- Paper document
- Electronic document with record of acknowledgment
- Handbook document with record of acknowledgment
- Other (please specify)

Q95. To what extent did your PSU address providing a document to all students in 6–12 schools in the 2022-2023 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q96. This space is for optional comments regarding the previous question.

Q89. 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 staff including social workers/nurses/mental health therapists etc..

Q90.
End of Survey

