#112

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Page 1: Type of Public School Unit

Q1

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

Local Education Agency (LEA)

Page 3: School Health Advisory Council (SHAC) Information

Q2

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

Craven

Q3

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

First Name	**Mike**
Last Name	**Swain**
Title	**Director of Student Services**
Address	**3600 Trent Rd.**
City	**New Bern**
Zip Code	**28662**
Email Address	**mike.swain@cravenk12.org**
Phone Number	**252-514-6351**

Q4

Please list the names and titles of your SHAC members.

Mike Swain- Student Services
Laureel Butler- Counseling Services and Student Advancement
Megan Davis -PE Teacher
Luanne Mack- Lead Nurse
Valerie Nasser- Military Liaison Counselor
Amber Tabarrini - DPI Craven County Health Department
Janzen Jones- Craven County Health Department
Jasmine Canady- Opiooid Task Force, Craven County Govt.
Nick Lucas - Craven County Schools Director of Safety
Susan Hall - Trillium
Lauren Weyland - Craven County Schools Director of School Nutrition
Jean Keneflict - Community Member
Genevieve Hunter - Duke Health Educator

Q5

Are you currently using the Whole School, Whole Community, Whole Child (WSCC) Model as a framework for your SHAC?

Yes

Q6

Please indicate the number of members on your SHAC.

12

Q7

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

Q8

How often did your SHAC meet in the past year, including virtual meetings?

1

Q9

Did your SHAC meet virtually this school year due to COVID-19?

No

Q10

Does your SHAC provide reports to any of the following? (Select all that apply.)

PSU Superintendent,

Local Board of Education,

Community/Public

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.

Updated mask and quarantine policies based on the Strong Schools Toolkit

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.

Safety protocols related to the Covid-19 pandemic
Training courses for Staff through Canvas
Implementation of SEL screeners through Panaroma and SEL support through Second Step

Q13

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

Other (please specify):

Tobacco Survey

Q14

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

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

Q16

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

No

Q17

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

Evaluation,

School Health Advisory Councils (SHACs)

Page 4: Local Wellness Policy

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.	**No**
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 **30**

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.

Weight reduction challenges
Mental Health strategies and activities

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

Q21 **60**

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.

Lack of certified physical education staff in all schools

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.

Lack of certified physical education staff in all schools, difficulties with scheduling this amount of time in the school day.

Q25 **0**

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?

Locally created curriculum

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 curriculum

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 curriculum

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 curriculum

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

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.

Respondent skipped this question

Page 7: Physical Activity

Q33 ALL elementary schools in our PSU currently provide 30 minutes of daily moderate to vigorous physical activity.	**Yes**
Q34 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**
Q35 ALL middle schools in our PSU currently provide 30 minutes of daily moderate to vigorous physical activity.	**No**
Q36 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,** **Classroom Energizers**
Q37 Which of the following is the Healthy Active Children Policy incorporated into in your PSU? (Select all that apply.)	**Local Wellness Plan**

Page 8: Nutrition Environment & Services

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

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?

Yes, we have a written community use of facilities policy.

Page 10: Community Use of Facilities Policy Publicity

Q40

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.

Website

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.)

E-mail correspondence with DPI staff	**School Health Advisory Council, Local Wellness Policy**
Attending professional development events provided by DPI	**Local Wellness Policy, School-Based Mental Health Policy**
Communications with state public health staff	**School Health Advisory Council, Local Wellness Policy, School-Based Mental Health Policy**
Communications with other state agencies	**School Health Advisory Council, School-Based Mental Health Policy**
Website for NC Healthy Schools (nchealthyschools.org)	**WSCC Model, School Health Advisory Council, Local Wellness Policy, School-Based Mental Health Policy**
Webinars	**School Health Advisory Council, Local Wellness Policy, School-Based Mental Health Policy**
Website for DPI School Nutrition Services (childnutrition.ncpublicschools.gov)	**Local Wellness Policy**

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.

There continued to be difficulties concerning the Covid-19 pandemic and related procedures that were constantly being updated

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.)

Our School Nutrition Department has done an amazing job making sure our children had access to nutritious meals throughout all phases of the pandemic.

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 **10/25/2018**

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 **10/15/2020**

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.

CCS Mental health plan 2021:2022.pdf (284.3KB)

Q51

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

PowerSchool Data,

Say Something App Data,

SHAPE (School Health Assessment and Performance Evaluation)

,

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

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.

Leader in Me Program
Character Education (Word of the Month)
Second-Step SEL Curriculum

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

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

Somewhat addressed

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?

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

Somewhat addressed

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

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

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?

No

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):
Social Workers hired for the 22/23 school year

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?

Fully addressed

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,

Faith-Based Organizations

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

Q67

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

Professional development on mental health resources and supports, threat assessment teams and procedures