

We thank you for your time spent taking this survey.
Your response has been recorded.

Below is a summary of your
responses

[Download PDF](#)

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

- ☒ **Local Education Agency**
- ☐ Charter School
- ☐ Regional School
- ☐ Laboratory School

Introduction

NC Healthy Schools, within the NC Department of Public Instruction, is in the process of collecting the 2024 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 2024 Healthy Active Children Policy Report must be completed online by each LEA no later than September 15, 2024. Some of the information needed to complete the HAC progress report will come from your principal attestation forms. All K-8 principals will need to complete and sign the principal attestation form indicating that the information reported is accurate. 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.

School Health Advisory Council (SHAC) Information

Select your SBE Region and PSU.

SBE Region

4 - Sandhills

PSU

Montgomery County Schools - 620

Provide the following contact information.

First Name

Vance

Last Name

Thomas

Title/Position

SHAC Chair/Director of Early Childhood Programs

Work Email Address

vance.thomas@montgomery.k12.nc.us

Work Phone Number

910-576-6511

Please list the names and titles of your SHAC members.

Vance Thomas, MCS Director of Early Childhood Programs & SHAC Chair Amber Taylor, MCS School Nurse Jessica Muse, MCS School Nurse Krystle Black, Frist Health School-Based Health Center Nurse CJ Haywood, First Health School-Based Health Center Provider Chrissy Haynes, NC Cooperative Extension Service Director Donnie Lynthacum, MCS Child Nutrition Director Olivia Thomas, MCS Student Dena Hunt, First Health Dental Clinic Janet Britt, Mid-Carolina Family Health Provider Jessica Horne, MCS Mental Health Counselor Joe Korzelius, MCS Physical Therapist June Albright, Local Counseling Center Karen Moody, First Health Nutritionist Margaret Gibbons, MC Health Department Education Supervisor Michelle Cole, First Health Diabetes/Nutrition Support Michelle Millen, First Health Director of Quality Linda Kennedy, First Health School-Based Health Center Support Shaina White, MCS Support Roxanne Elliot, First Health Policy Director Sharon Harrell, First Health Dental Clinic Paige Roberts, Communities in Schools Tammy Patrick, MCS Mental Health Counselor Tina Luther, MCS School Nurse Wanda Blue, MCS Student Support Brionna Saunders, MCS Student Charmaine Ford, Support Advocate-Randolph/Montgomery Community Collaboration Heather Jackson, First Health SBHC Nurse Dawn Cole, First Health SBHC Provider Debbie Caviness, First Health SBHC Support Dr. Gabriel Lopez, First Health Provider Marsha Chambers, MCS School Nurse Erica Poole, MCS School Nurse Johnnie Butterfield, NCDHHS Dental Hygienist Heather Jackson, First Health SBHC Nurse Patricia Flowers, MCS Trauma Counselor Robert Nelson, Trillium Health Emily Shaw, MCS Assistant Superintendent

Are you currently using the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#) as a

☒ Yes
☐ No

Number

- ☒ **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.

0 2 5 7 10 12 14 17 19 22 24

Number of SHAC Meetings

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

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)

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 2023-2024 school year.

Update to our Local Wellness Policy- Section 104(a) of the Healthy, Hunger Free Kids Act of 2010 amended the National School Lunch Act to provide an alternative to household eligibility applications for free and reduced price meals in high poverty local educational agencies (LEAs) (or districts) and schools. The overall purpose of the CEP is to improve access to nutritious meals for students in high poverty areas by providing meals to all students "at no cost" to the students. MCS participates in the CEP program.

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 2023-2024 school year.

The district (MCS), in partnering with Firsthealth of the Carolinas, is providing mental health teletherapy. This therapy is a form of mental health therapy or counseling that uses technology to allow a therapist and students to communicate remotely.

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)

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)
-

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 school 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

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

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

- ☐ Yes
- ☒ No

How much local funding is allocated for your SHAC?

0

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

Local Wellness Policy

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](#).

☒☐

Appropriate, evidence-based goals for [nutrition promotion](#).

☒☐

Appropriate, evidence-based goals for physical activity.

☒☐

Appropriate, evidence-based goals for other school-based activities designed to promote student wellness, reduce childhood obesity and address child hunger.

☒☐

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.

☒☐

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

☒☐

professionals, the school board, school administrators and the public in the development, implementation and periodic review and update of the Local Wellness Policy.

Yes

No

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.



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

0 10 20 30 40 50 60 70 80 90 100

Percentage



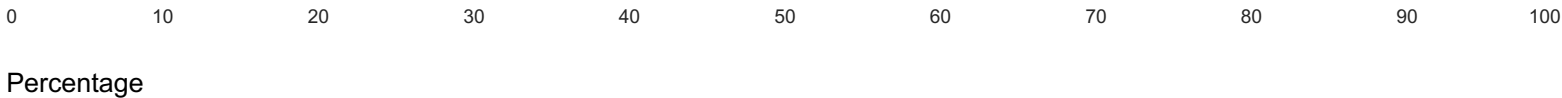
Please describe the types of [staff wellness](#) activities that are offered in your PSU.

Blood pressure monitoring stations at each school and district office. Social circle programming for staff. Weight loss programs for staff.

Healthful Living (Physical Education & Health Education)

How many licensed Physical Education teachers taught elementary students in your PSU in the 2023-2024 school year?

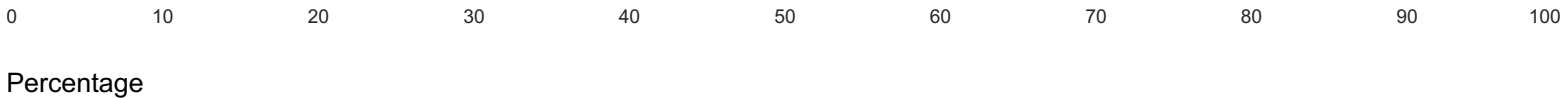
Please estimate the percentage of elementary students in your PSU that currently receive 150 minutes per week (i.e. 30 minute classes 5 days a week or 50 minute classes 3 days a week) of [Physical Education](#) taught by a licensed Physical Education teacher.



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.

How many licensed Health/Physical Education teachers taught middle school students in your PSU in the 2023-2024 school year?

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.



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.

School calendar, inclement weather, recruiting and retaining teachers, and staff illness.

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%.)

0102030405060708090100

Health Education



Physical Education



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

Healthy living and education standards and teacher created lessons.

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?

Healthy living and education standards and teacher created lessons.

What curricula/resources (i.e. CATCH, locally-created [lessons](#), etc.) are being used to teach

elementary (grades K-5) Health Education in your PSU?

Healthy living and education standards and teacher created lessons.

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?

Healthy living and education standards and teacher created lessons.

Does your PSU require daily:

Yes

No

Physical Education
classes for students in
all elementary schools in
your district?



Healthful Living classes
for students in all middle
schools in your district?



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



No



Yes

Physical Activity

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



Yes



No

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)**

Daily Mile

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

- ☒ Yes
- ☐ No

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)

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

[Nutrition Environment & Services](#)

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

Coordinated School Health Programs (CSHP)

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.

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
- ☒ Social Media (i.e. - Facebook, Instagram, Twitter/X)
- ☐ Signage
- ☐ Other (please specify)

☐ None of the above

Technical Assistance

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	☒	☒	☐	☐
Phone conversation with DPI staff	☐	☐	☒	☒
E-mail correspondence with DPI staff	☐	☒	☒	☒
Local site visit with DPI staff	☐	☐	☐	☐
Meeting with DPI staff	☒	☐	☒	☐
Attending professional development events provided by DPI	☐	☒	☒	☒
Virtual Office Hours	☐	☐	☐	☒
Attending professional development events provided by the NC School Health Training Center	☐	☐	☐	☒

state public health staff	☐	☐	☒	☐
	WSCC Model	School Health Advisory Council	Local Wellness Policy	School-Based Mental Health Policy
Communications with other state agencies	☐	☐	☒	☒
Webpage for NC Healthy Schools	☐	☐	☒	☐
Webinars	☐	☐	☒	☒
Webpage for DPI Office of School Nutrition	☐	☐	☒	☐

Challenges and Successes

Please share any barriers that your PSU has encountered implementing the Healthy Active Children Policy during the 2023-2024 school year.

Consistent participation by families in student mental health programming.

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](#).)

MCS participating in the Community Eligibility Provision (CEP) for all students.

Healthy Youth Act

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

- ☒ Yes
☐ No

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)

06/17/2021

School Violence Prevention Act

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

- ☒ Yes
☐ No

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)

01/10/2022

Healthy Active Children Policy Attestation Forms

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, 2024.

School-Based Mental Health Policy Report

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.

Upload a copy of the school-based mental health plan adopted in the unit for the 2024-2025 school year, including the mental health training program and suicide risk referral protocol. The allowable file types are PDF, XLSX, DOC, DOCX, PNG, JPG, JPEG, or GIF. (If you need

assistance combining files into one file for upload, please contact Les Spell at les.spell@dpi.nc.gov.)

Montgomery County Schools SMH_SEL Improvement Plan Template - Updated.docx.pdf

0.3 MB

application/pdf

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)

Does your 2024-2025 plan address universal promotion of mental and social-emotional wellness and prevention through core instruction, curriculum, and school environment?

- ☒ Yes
- ☐ No

Please describe at least two universal promotion of mental and social-emotional wellness and prevention activities in your 2024-2025 plan.

Mental health fairs hosted by district and mental health staff. Mental health awareness materials for all students.

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 2023-2024 school year?

- ☒ Fully addressed
- ☐ Somewhat addressed
- ☐ Not addressed

This space is for optional comments regarding the previous question.

Does your 2024-2025 [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	☒	☐
Suicide Prevention	☒	☐
Substance Abuse	☒	☐
Teenage Dating Violence	☒	☐
Child Sexual Abuse Prevention	☒	☐
Sex Trafficking Prevention	☒	☐
Adult Social Emotional Learning / Mental Wellness	☒	☐

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 2023-2024 school year?

- ☒ Fully addressed
- ☐ Somewhat addressed
- ☐ Not addressed

This space is for optional comments regarding the previous question.

Does your 2024-2025 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	☒	☐
Annual review of the PSU's policies, procedures, and/or practices for crisis intervention	☒	☐
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	☒	☐

To what extent did your PSU address early intervention for mental and social-emotional health in the 2023-2024 school year?

- ☒ Fully addressed
- ☐ Somewhat addressed
- ☐ Not addressed

This space is for optional comments regarding the previous question.

Does your 2024-2025 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	☒	☐
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	☒	☐
Formalized protocols for transitioning students to school following acute/residential mental health treatment	☒	☐

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 2023-2024 school year?

- ☒ Fully addressed
- ☐ Somewhat addressed
- ☐ Not addressed

This space is for optional comments regarding the previous question.

Does your 2024-2025 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

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 2023-2024 school year?

- ☐ Fully addressed
- ☒ Somewhat addressed
- ☐ Not addressed

This space is for optional comments regarding the previous question.

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

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 2023-2024 school year?

- ☒ Fully addressed
- ☐ Somewhat addressed
- ☐ Not addressed

This space is for optional comments regarding the previous question.

This space is for optional comments regarding the previous question.

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)**

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 2023-2024 school year?

- ☒ **Fully addressed**
- ☐ Somewhat addressed
- ☐ Not addressed

This space is for optional comments regarding the previous question.

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**

To what extent did your PSU address displaying signs of abuse in a high traffic area of all 6–12 schools in the 2023-2024 school year?

- ☐ Fully addressed
- ☒ **Somewhat addressed**
- ☐ Not addressed

This space is for optional comments regarding the previous question.

How do you plan to distribute the signs of abuse document to students in grades 6-12 in the 2024-2025 school year? (Select all that apply.)

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

To what extent did your PSU address providing a document to all students in 6–12 schools in the 2023-2024 school year?

- ☐ Fully addressed
- ☒ **Somewhat addressed**
- ☐ Not addressed

This space is for optional comments regarding the previous question.

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

N/A

End of Survey

