

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 2025 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 the reporting requirement. The 2025 Healthy Active Children Policy Report must be completed online by each LEA no later than September 15, 2025. 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. Completed principal attestation forms from each of your schools serving grades K-8 will be needed to answer some of the survey questions. 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, the 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

Q113. Select the Charter, Regional, or Laboratory School

This question was not displayed to the respondent.

Q22. Provide the following contact information.

First Name

Kimberly

Last Name

Shelton

Title/Position

Lead School Nurse

Work Email Address

kimberly.shelton@caswell.k12.nc.us

Work Phone Number

3363882222

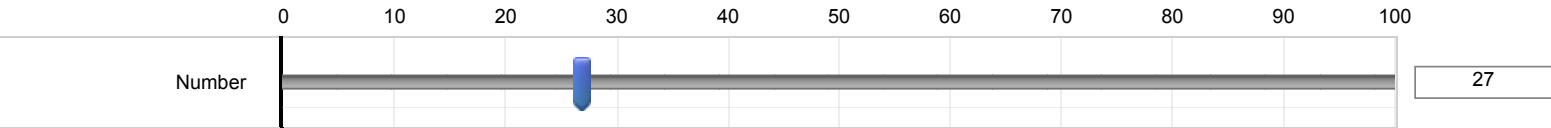
Q11. Please list the names and titles of your SHAC members.

Mary Holderness RN, BSN, NCSN (School Nurse -Chair of Committee) Amy Adkins RN, BSN, NCSN (School Nurse) Shannon Apple (District Testing Coordinator) Amy Harger-Carter RN, BSN, NCNS (School Nurse) Janet Crutchfield- (State Dental Hygienist) William Crumpton- (CEO of Compassion Healthcare) Kim Miller- RN, BSN (School Nurse/Parent) Makayla Mitchell-(Director Child Nutrition) Jessica Fulcher-RN, BSN (School Nurse/Parent) Ryan Moretz-(Elementary PE Teacher/Parent) Angela Outz-(Middle School PE Teacher/Coach) Laura Sharpe-(VAYA Health Member) Kimberly Shelton - RN, BSN, NCSN (Lead School Nurse) Nelson Showalter-(Director of EC) April McKinney- (Parent) Michelle Moon- RN, BSN (Compassion Healthcare) Cynthia Richmond- RN (Caswell Health Dept) Leia Rollins-(Parent) Linda Clark-(Parent) Tonya Terrell-(JCPC Representative) Jane Furrow -RN (Compassion Healthcare) Tracey Stanly- (Board of Education) Dr. Medina Jones- (Director of Student Services) Nicole Gibson RN-(Caswell County Health Dept) Jennifer Sparks- (Parent) Emerie Miller- (Student) Mel Battle- (Chair of Caswell County School Board)

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

- ☒ Yes
- ☐ No

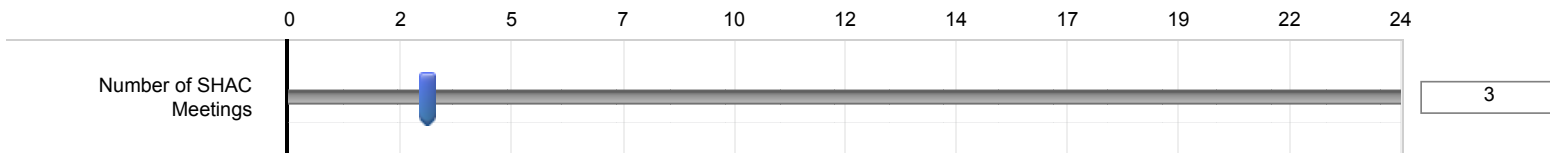
Q13. Please indicate the number of members on your SHAC.



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. School Board Members

Q15. How many times did your SHAC meet in the 2024-2025 school 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 2024-2025 school year.

The SHAC committee at the request of Caswells Board of Education assessed policy Number 6140 (Student Wellness) and recommended changes that were approved. A local survey/assessment was completed with all schools in regards to providing adequate time to eating meals/location of consuming of each meal/ and restroom breaks around meals. Also surrounding counties were assessed in order to help evaluate and implement our new wording in our local policy. Policy changes were approved and implemented this school year.

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 2024-2025 school year.

With the creation of our VAPING policy we also developed an alternative plan to suspension including a vaping education program in the high/middle school. This education includes using the Stanford Vaping curriculum and teaches students why they should not vape, resources to quit and steering clear of peer pressure to vape. First offense students are offered this program in place of suspension and it is completed online while in ISS. They are then met by the Health Dept Educator for supplemental 1:1 education on vaping as well. We have also installed vape detectors in high vaping areas and have these being monitored by staff. Vape/environmental detectors were also installed in our elementary schools as well. This year for safety at all schools we have installed metal detectors at high traffic entrances that are monitored by staff members with backup by SRO's.

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 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

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

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

- ☒ Yes
- ☐ No

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

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

This question was not displayed to the respondent.

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

Q109. Does your PSU have a Local Wellness Policy that is consistent with the requirements of [Federal Regulation \(7CFR210\)](#)?

☒ Yes

☐ No

Q111. You indicated that your PSU has a Local Wellness Policy that is consistent with the requirements of [Federal Regulation \(7CFR210\)](#), when was the policy last updated?

Date (MM/DD/YYYY)

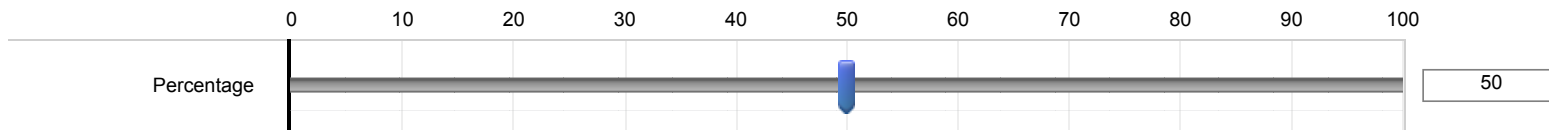
10/14/2024

Q112. Does your PSU periodically measure and assess progress with Local Wellness Policy implementation and make available to the public 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

☐ No

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.

Safe area for walking programs Counseling opportunities thru HR Mental health consultants for staff thru Grant Funding

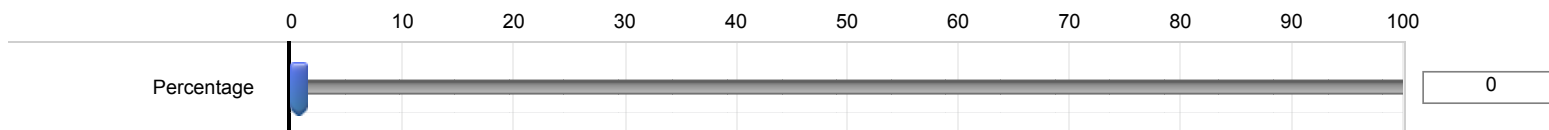
Q24.

Healthful Living (Physical Education & Health Education)

Q100. How many licensed Physical Education teachers taught elementary students in your PSU in the 2024-2025 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.



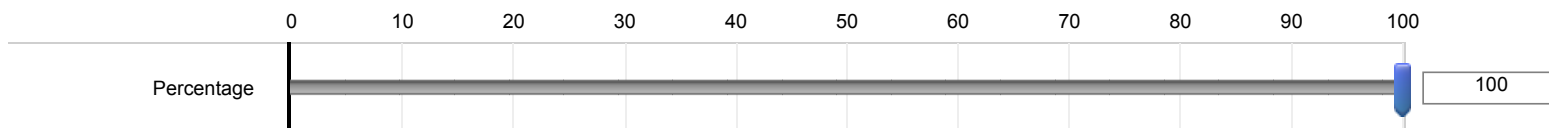
Q26. Please describe any challenges/barriers to providing all of your elementary students with 150 minutes per week of [Physical Education](#) taught by a licensed Physical Education teacher.

Within the district we are sharing PE teachers among schools with an average of 90 mins taught by the licensed PE teacher. Recess is done daily to provide a total of 150mins/week however that it not always supervised by a licensed PE teacher.

Q101. How many licensed Health/Physical Education teachers taught middle school students in your PSU in the 2024-2025 school year?

3

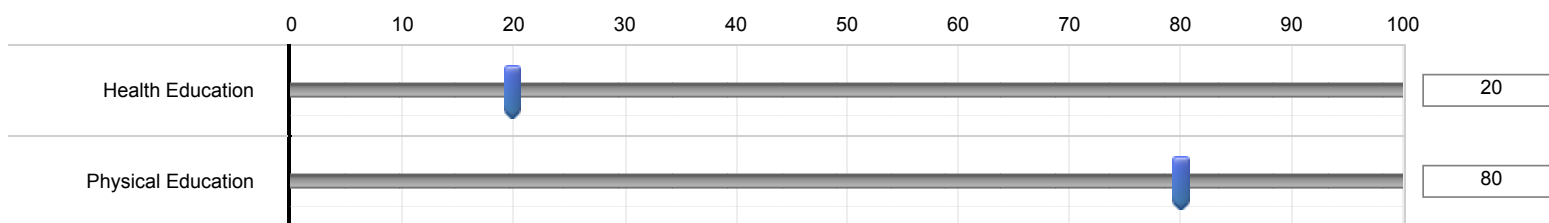
Q27. Please estimate the percentage of middle school students in your PSU that currently receive 225 minutes per week (i.e. 45 minute classes 5 days a week or 75 minute classes 3 days a week) of [Healthful Living](#) taught by licensed Health and Physical Education teachers.



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.

Goal met by 100%

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%.)



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?

SPARK and locally created curricula.

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 curriculum

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?

Local lesson plans are used to teach middle school Health Education in our PSU

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 curriculum is used in our middle school lessons.

Q35. 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?	☐	☒

Q36. 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

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

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
- ☐ Social Media (i.e. - Facebook, Instagram, Twitter/X)
- ☐ 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.)

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

Q51.

Challenges and Successes

Q52. Please share any barriers that your PSU has encountered implementing the Healthy Active Children Policy during the 2024-2025 school year.

Policy update was requested in a short time frame for a change in the eating times/restroom times etc (requested the day of the SHAC meeting) and we had to hold telephone calls/polling after gathering the information of surrounding counties quickly.

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](#).)

We are pleased to have the continued opportunity to partner with Compassion Healthcare in providing the mobile health bus to all schools one day weekly to serve our students/staff and family members for medical needs. We have procured 2 new AEDs thru a safety grant and Health Dept Partner and these have been placed at 2 fields at our middle school with guidelines in place.

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)

10/23/2023

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)

06/09/2025

Q61.

Healthy Active Children Policy Attestation Forms

Q60. Remember to ensure all K-8 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, 2025.

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 for the 2025-2026 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.)

[Caswell Mental Health SEL Plan - June 2025 2026.pdf](#)

315.1KB
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](#)
- ☒ Student Information System 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 2025-2026 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 2025-2026 plan.

We will continue using the SEL curriculum that we purchased as a universal screener for grades 3-12 to address our counties social, emotional and behavioral academic needs. Caswell will be partnering with three mental health agencies to serve k-12 in the school setting for SEL's . We will also partner with UNC Chapel Hill (Helping Heels) to provide counselor (s) that will serve on the elementary/middle school levels to help support the mental health needs.

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 2024-2025 school year?

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

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

We secured 4 different mental health agencies to assist with referrals/evaluation and meeting the needs of SEL for our students.

Q71. Does your 2025-2026 [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	☒	☐

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 2024-2025 school year?

- ☒ Fully addressed

- ☐ Somewhat addressed
- ☐ Not addressed

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

CCS utilize Public School Works for all district staff training.

Q105. Does your 2025-2026 plan include incorporating the required number of minutes of physical activity into the school day?

- ☒ Yes
- ☐ No

Q106. This space is for optional comments regarding the previous question.

Q74. Does your 2025-2026 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	☒	☐

Q75. To what extent did your PSU address early intervention for mental and social-emotional health in the 2024-2025 school year?

- ☒ Fully addressed

- ☐ Somewhat addressed
- ☐ Not addressed

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

We increased our MOU's with mental health agencies to increase to move us from somewhat addressed to fully addressed. We look forward to sustaining the support next year

Q77. Does your 2025-2026 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	☒	☐

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 2024-2025 school year?

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

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

We had challenges with companies last year following thru with office referrals but have overcome it now

Q80. Does your 2025-2026 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 2024-2025 school year?

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

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

We secured additional agencies and support personnel for the 2024-25 school year.

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 2024-2025 school year?

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

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

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 2024-2025 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

Q92. To what extent did your PSU address displaying signs of abuse in a high traffic area of all 6–12 schools in the 2024-2025 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 in the 2025-2026 school year? (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 signs of abuse document to all students in 6–12 schools in the 2024-2025 school year?

☐ Fully addressed

☒ Somewhat addressed

☐ Not addressed

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

Q107. Does your plan include showing the *Protecting Our Students* video to every student in grades 6-12 in the 2025-2026 school year?

☒ Yes

☐ No

Q108. To what extent did your PSU address showing the *Protecting Our Students* video to all 6-12 students in the 2024-2025 school year?

☐ Fully addressed

☒ Somewhat addressed

☐ Not addressed

Q89. What supports does your PSU need to improve compliance with the School Mental Health Policy and improve outcomes for students?

The district looks forwards to working with new partnerships in our community for our students/families/staff members.

Q90.

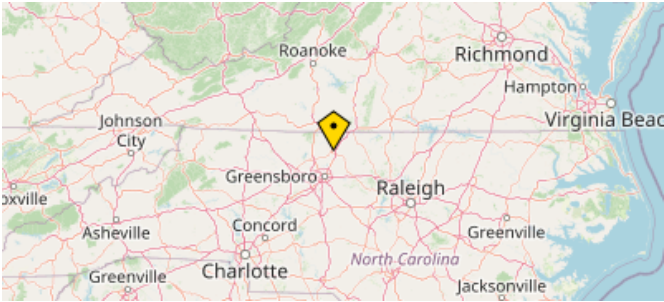
You have reached the end of the survey. The next page will show a preview of your responses and allow you to download a PDF of your responses. You will need to scroll to the end of the preview and move forward to submit your report. When you submit this report you will be redirected to the link for

entering your Annual Specialized Instructional Support Personnel report data for the 2024-2025 school year.

Location Data

Location: [\(36.3402, -79.6622\)](#)

Source: GeolP Estimation

A map of the Southeastern United States, specifically focusing on North Carolina and parts of Virginia and South Carolina. The map shows major cities including Roanoke, Richmond, Hampton, Virginia Beach, Johnson City, Greensboro, Raleigh, Charlotte, Concord, Asheville, Greenville, and Jacksonville. A yellow diamond marker is placed on the map, indicating a specific location in North Carolina, near the border with Virginia. The map also shows major roads and geographical features like the Atlantic Ocean and the Pamlico River.