

# #187

**COMPLETE**

**Collector:** 2021 HAC/SMH Policy Report (Web Link)  
**Started:** Tuesday, September 14, 2021 8:30:02 AM  
**Last Modified:** Tuesday, September 14, 2021 8:59:21 AM  
**Time Spent:** 00:29:18  
**IP Address:** 152.26.176.26

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Page 1: Type of Public School Unit

**Q1** **Local Education Agency (LEA)**

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

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Page 3: School Health Advisory Council (SHAC) Information

**Q2** **Randolph**

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

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**Q3**  
Please indicate the LEA SHAC contact person as appointed by the Superintendent.

|               |                                     |
|---------------|-------------------------------------|
| First Name    | <b>Edwina</b>                       |
| Last Name     | <b>Ashworth</b>                     |
| Title         | <b>Executive Director</b>           |
| Address       | <b>2222-C Fayetteville Street</b>   |
| City          | <b>Asheboro</b>                     |
| Zip Code      | <b>27203</b>                        |
| Email Address | <b>eashworth@randolph.k12.nc.us</b> |
| Phone Number  | <b>3366335123</b>                   |

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**Q4**

Please list the names and titles of your SHAC members.

Eric Johnson, Principal  
 Eric Gee, Assistant Principal  
 Greg Brewer, RCSS Safety and Compliance Officer  
 Kelly Green, Director School Nutrition  
 Jayme Robertson, Asst. Director School Nutrition  
 Larry Chappell, Director Instructional Support Services  
 Dale Brinkley, Executive Director of Operations  
 Kim Leach, Health/PE Teacher  
 Monica Hurley, Lead Nurse  
 Seth Baxter, Health/PE Teacher  
 Brianna Rouse, School Social Worker  
 Susan Robbins, School Social Worker  
 Wendy Kennon, Supervisor - RC Public Health  
 Fred Burgess - RCSS Board of Education

**Q5**

**14**

Please indicate the number of members on your SHAC.

**Q6**

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,**  
**Community Involvement**

**Q7**

**2**

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

**Q8**

**Yes**

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

**Q9**

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

**LEA Superintendent,**  
**Local Board of Education,**  
**Community/Public**

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**Q10**

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 2020-2021 school year.

none

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**Q11**

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 2020-2021 school year.

Implementation/Plan for providing SEL training to all staff

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**Q12**

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

**Local Wellness Policy Checklist,**  
**WellSAT**

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**Q13**

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

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**Healthy Active Children Policy Report**

**Q14**

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

**Q15** **No**

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

**Q16** **None of the above**

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

**Q17**

Based on your experience with COVID-19, what are your current needs for additional supports. (i.e. professional development, technical assistance, school safety guidance, etc.)

none

**Q18**

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

|   |            |
|---|------------|
| Appropriate, evidence-based goals for nutrition education.  | <b>Yes</b> |
| Appropriate, evidence-based goals for nutrition promotion.  | <b>Yes</b> |
| Appropriate, evidence-based goals for physical activity.  | <b>Yes</b> |
| Appropriate, evidence-based goals for other school-based activities designed to promote student wellness, reduce childhood obesity and address child hunger.  | <b>Yes</b> |
| 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.  | <b>Yes</b> |
| 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.   | <b>Yes</b> |
| 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.  | <b>Yes</b> |
| 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.   | <b>Yes</b> |
| Communication to the public about the content and implementation of the Local Wellness Policy.  | <b>Yes</b> |
| 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.   | <b>Yes</b> |
| 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. | <b>Yes</b> |

**Q19**

**50**

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

**Q20**

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

Employee Wellness Programs  
Weekly Emails & Resources (wellness)  
Staff are members of the RC Wellness Coalition  
Health Coaching is available  
Weekly COVID19 reports

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

**Q21**

**0**

Please estimate the percentage of elementary students in your LEA that currently receive 150 minutes per week of Physical Education taught by a licensed Physical Education teacher.

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**Q22**

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

Funding for staff

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**Q23**

**100**

Please estimate the percentage of middle school students in your LEA that currently receive 225 minutes per week of Healthful Living taught by licensed Health and Physical Education teachers.

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**Q24**

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

While all students receive 225 minutes of Healthful Living per week, class sizes are often larger due to staffing and/or scheduling concerns when compared to other courses. Additional funding to increase staffing would be beneficial.

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**Q25**

**100**

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

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**Q26**

Does your LEA 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? **Yes**

**Q27**

Within your LEA, 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

**Q28**

You indicated that one or more teachers in your LEA 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

**Q29**

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

**Yes**

**Q30**

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

**Recess,  
Classroom Energizers,  
Intramurals**

**Q31**

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

**Yes**

**Q32**

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

**Physical Education,  
Classroom Energizers,  
Intramurals**

**Q33**

**Local Wellness Plan**

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

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Page 8: Nutrition Environment & Services

**Q34**

Please indicate whether your LEA provides the following:

- |  |            |
|--|------------|
| Offer a variety of healthful, appealing food and beverage options for students.  | <b>Yes</b> |
| Demonstrate a commitment to utilizing non-food related strategies to recognize and reward students.  | <b>No</b>  |
| Offer nutrition education that aligns with national dietary guidelines.  | <b>Yes</b> |
| Offer nutrition education that adheres to state academic standards.  | <b>Yes</b> |
| Offer nutrition education that utilizes integrated instruction.  | <b>Yes</b> |
| Offer nutrition education that is grade-specific.  | <b>Yes</b> |
| Offer nutrition education that is sequential in building skills for students to choose, prepare and consume healthy foods and beverages.   | <b>Yes</b> |
| Offer nutrition education that connects the classroom, cafeteria and community with involvement from teachers, school staff, School Nutrition professionals, families, students and the community. | <b>Yes</b> |
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**Q35**

What impact has COVID-19 had on food insecurity/hunger for children in your local education agency (LEA) and your community?

Difficulty for some families to access school meals during school closures and/or while students are remote learning

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**Q36**

How has the need for nutritious meals been addressed for children in your LEA and your community during school closures?

Meal pick-up and deliveries during school closures;  
Sending other resources to families

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Page 9: Coordinated School Health Programs (CSHP)



**Q37** **Yes, we have a written community use of facilities policy.**  
 Does your LEA 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?

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Page 10: Community Use of Facilities Policy Publicity

**Q38** **Website**  
 You indicated that your LEA does have a written community use of facilities policy. Please select all of the methods that are used to publicize the policy.

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Page 11: Technical Assistance

**Q39**  
 Please check the ways in which your LEA has received technical assistance in addressing the Whole School, Whole Community, Whole Child (WSCC) Model, the School Health Advisory Councils, and the Local Wellness Policy. (Select all that apply.)

|  |   |
|--|---|
| Did not receive technical assistance   | <b>School Health Advisory Councils, Local Wellness Policy</b> |
| Phone conversation with DPI staff  | <b>WSCC Model</b>   |
| E-mail correspondence with DPI staff   | <b>WSCC Model</b>   |
| Local site visit with DPI staff  | <b>WSCC Model</b>   |
| Meeting with DPI staff   | <b>WSCC Model</b>   |
| Attending professional development events provided by DPI  | <b>WSCC Model</b>   |
| DPI Teleconferences  | <b>WSCC Model</b>   |
| Attending professional development events provided by the NC Comprehensive School Health Training Center | <b>WSCC Model</b>   |
| Communications with state public health staff  | <b>WSCC Model</b>   |
| Communications with other state agencies   | <b>WSCC Model</b>   |
| Website/Google site for NC Healthy Schools (nhealthyschools.org)   | <b>WSCC Model</b>   |
| Webinars   | <b>WSCC Model</b>   |
| Website for DPI School Nutrition Services (childnutrition.ncpublicschools.gov)                           | <b>WSCC Model</b>   |

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Page 12: Program Challenges and Overall Successes

**Q40**

Please share any barriers that your LEA has encountered implementing the Healthy Active Children Policy during the 2020-2021 school year.

Monitoring student physical activity during remote learning  
Student access to resources during the pandemic

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**Q41**

Please take this time to highlight any other successes regarding the Healthy Active Children Policy in your LEA that were not mentioned before. Additionally, please share any success stories addressing the Whole School, Whole Community, Whole Child model during COVID-19. (We look forward to sharing these with the State Board of Education.)

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Page 13: Healthy Youth Act

**Q42**

**Yes**

Do you have a local policy that reflects the Healthy Youth Act (Reproductive Health and Safety Education)?

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Page 14: Policy Update: Healthy Youth Act

**Q43**

Date

**01/16/2018**

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

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Page 15: School Violence Prevention Act

**Q44**

**Yes**

Do you have a local policy that reflects the School Violence Prevention Act (Bullying and Harassment)?

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Page 16: Policy Update: School Violence Prevention Act

**Q45**

Date

**08/16/2021**

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

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

**Q46**

Respondent skipped this question

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

**Q47**

Respondent skipped this question

Please provide your contact information.

Page 19: School Mental Health Policy Report

**Q48**

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.

**School-Based Mental Health Initiative Plan for RCSS 21-22.pdf (130KB)**

**Q49**

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

PowerSchool Data,  
 SHAPE (School Health Assessment and Performance Evaluation)  
 ,  
 ECATS MTSS Early Warning System Data,  
 FAM-S (Facilitated Assessment of MTSS - School Level),  
 District Report Card Data

**Q50**

Yes

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

**Q51**

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 |

**Q52**

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   | <b>Yes</b> |
| Annual review of the PSU's policies, procedures, and/or practices for crisis intervention  | <b>Yes</b> |
| 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 | <b>Yes</b> |
| Annual review of the PSU's discipline policies and practices   | <b>Yes</b> |
| 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              | <b>Yes</b> |
| Inclusion of PSU in the local community emergency preparedness plan  | <b>Yes</b> |

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**Q53**

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 | <b>Yes</b> |
| 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    | <b>Yes</b> |
| Formalized protocols for transitioning students to school following acute/residential mental health treatment   | <b>Yes</b> |

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**Q54**

**Yes**

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?

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**Q55**

What is the total number of licensed school social workers in your PSU?

8

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**Q56**

How many of the licensed school social workers in your PSU have a MSW degree or higher?

3

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**Q57**

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 Management Entity/Managed Care Organization (LME/MCO)**

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**Local Mental Health Service Provider**

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**Q58**

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.

**Community Service Providers,**

**County/City Agencies**

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