

# Whole Child Update

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# Whole School, Whole Community, Whole Child

## *A Collaborative Approach to Learning and Health*



# Healthy Active Children Policy Report 2022

Summary Data from LEA  
School Health Advisory Councils

# Healthy Active Children Policy

Section 1: Local School Health Advisory Council (SHAC)

Section 2: Whole School, Whole Community, Whole Child (WSCC) Model

Section 3: Local Wellness Policy

Section 4: Physical Education and Healthful Living

Section 5: Physical Activity and Recess

Section 6: Nutrition Services, Education and Promotion

Section 7: Policy Monitoring

Section 8: Data Collection – Centers for Disease Control and Prevention

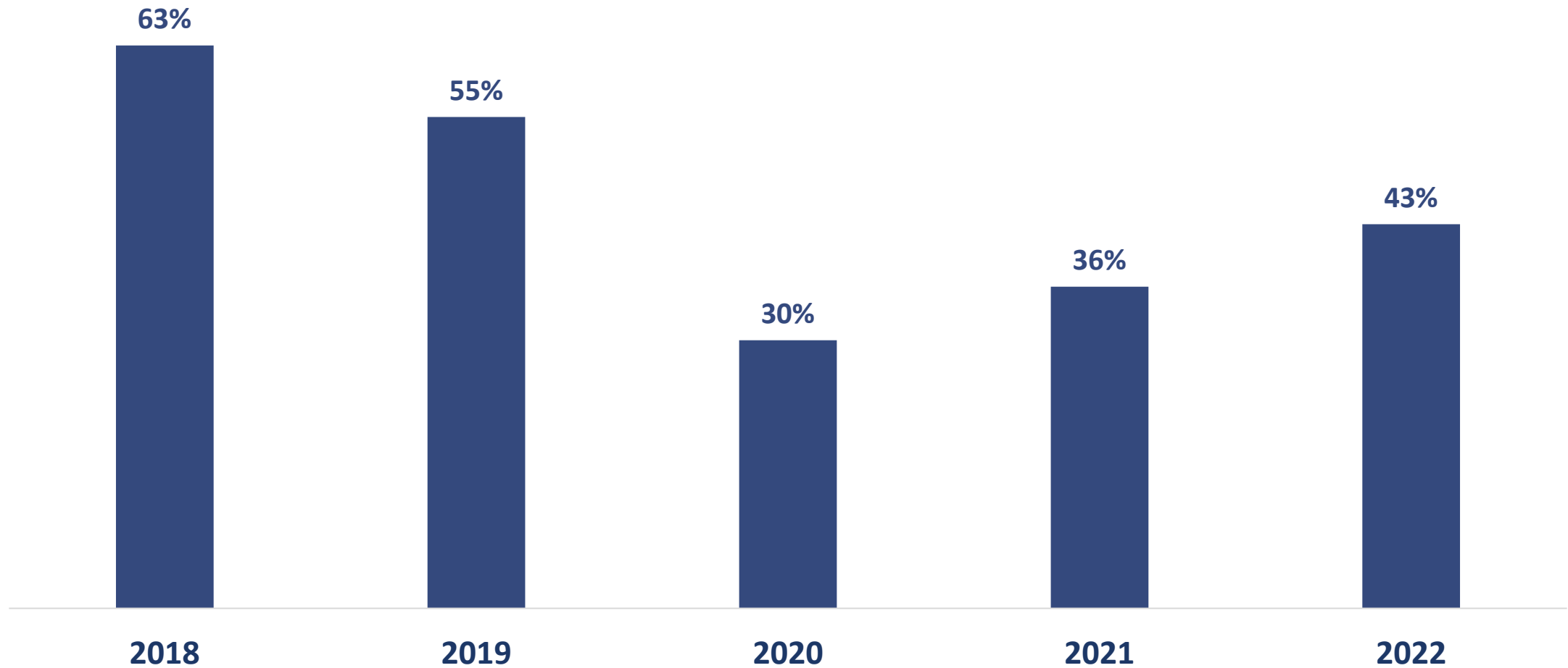
Youth Risk Behavior Survey

# 2021 Healthy Active Children Policy Report Key Points

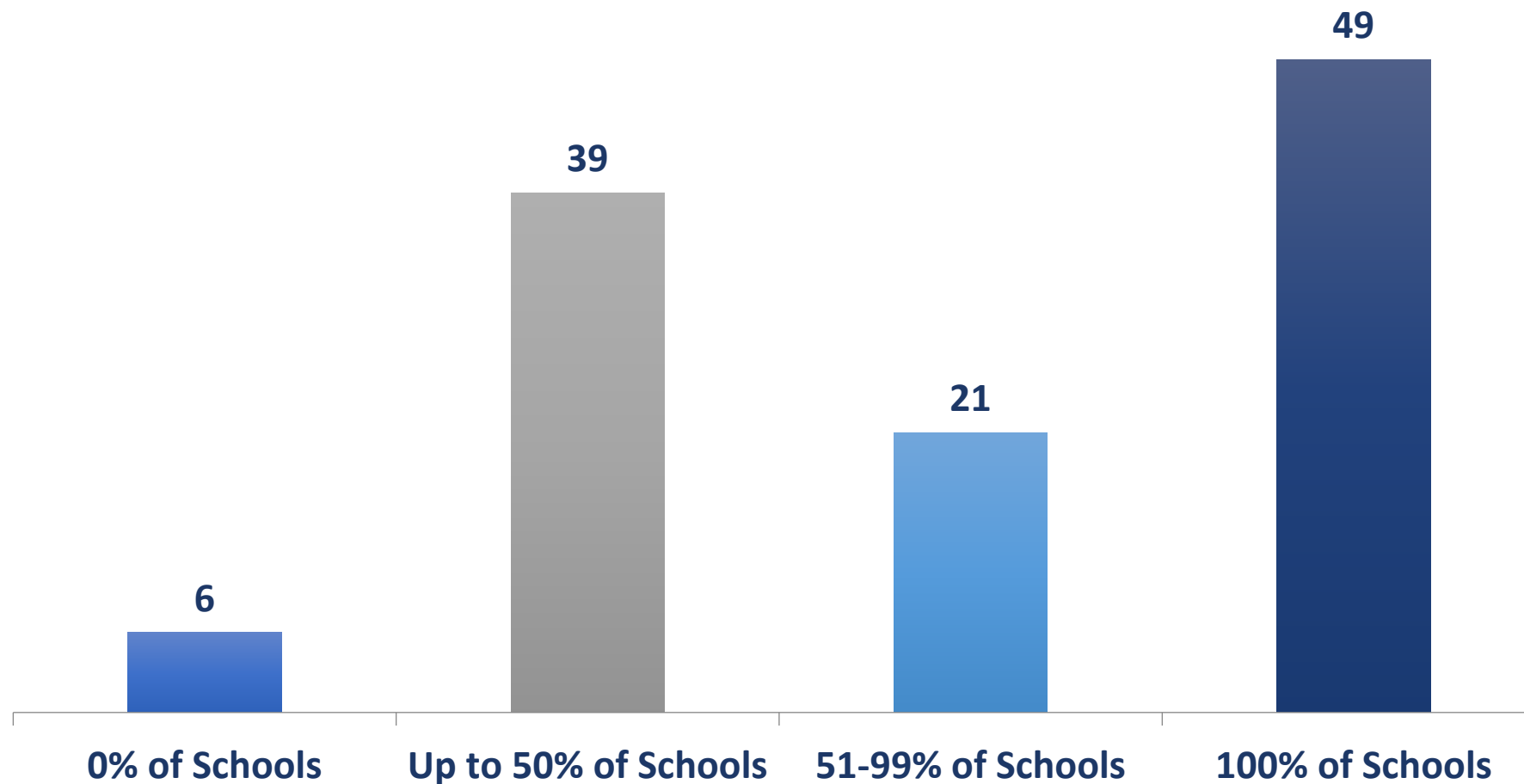


- **100%** of LEAs Responded (115/115)
- **43%** of School Health Advisory Councils met at least quarterly
- **70%** of School Health Advisory Councils provide annual reports to their local Board of Education
- **65%** of schools provided staff wellness programs

# School Health Advisory Councils Who Met At Least Quarterly



# Number of LEAs Providing Staff Wellness Programs

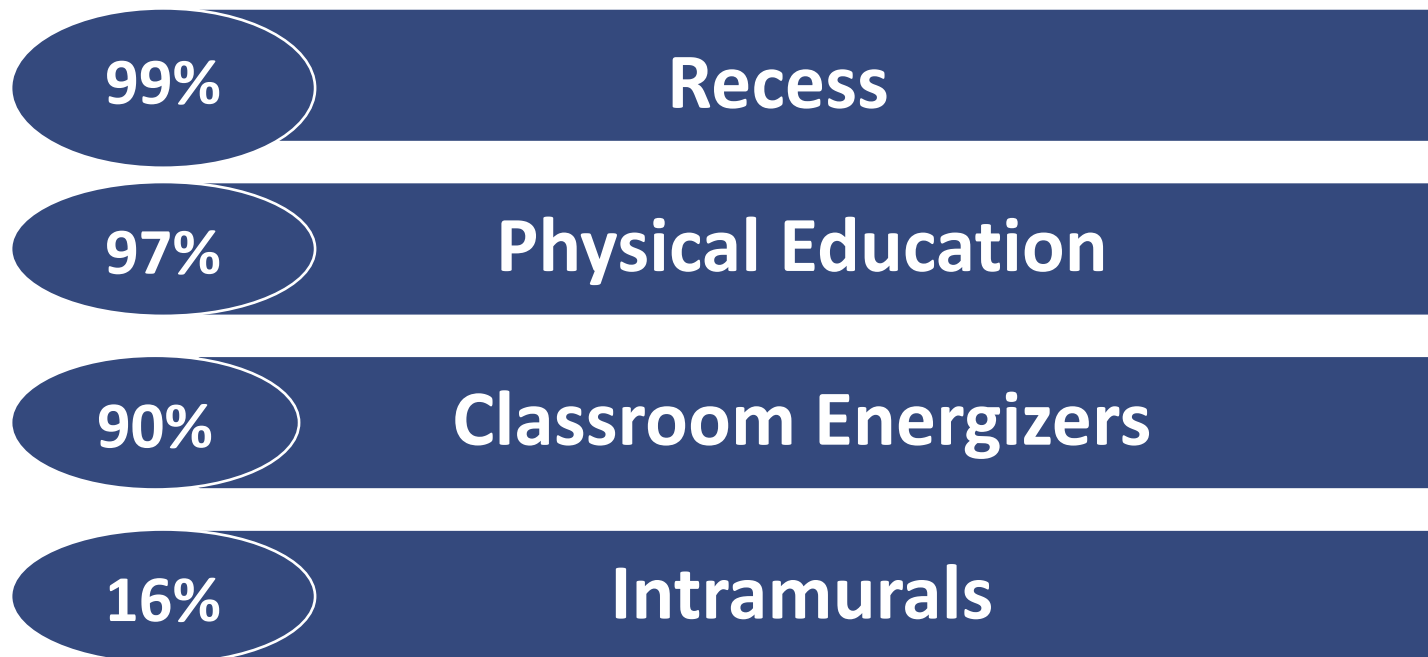


# ALL LEA Elementary Schools Provide 30 Minutes of Daily Moderate to Vigorous Physical Activity

97% - Yes

3% - No

Most common methods used to provide physical activity:

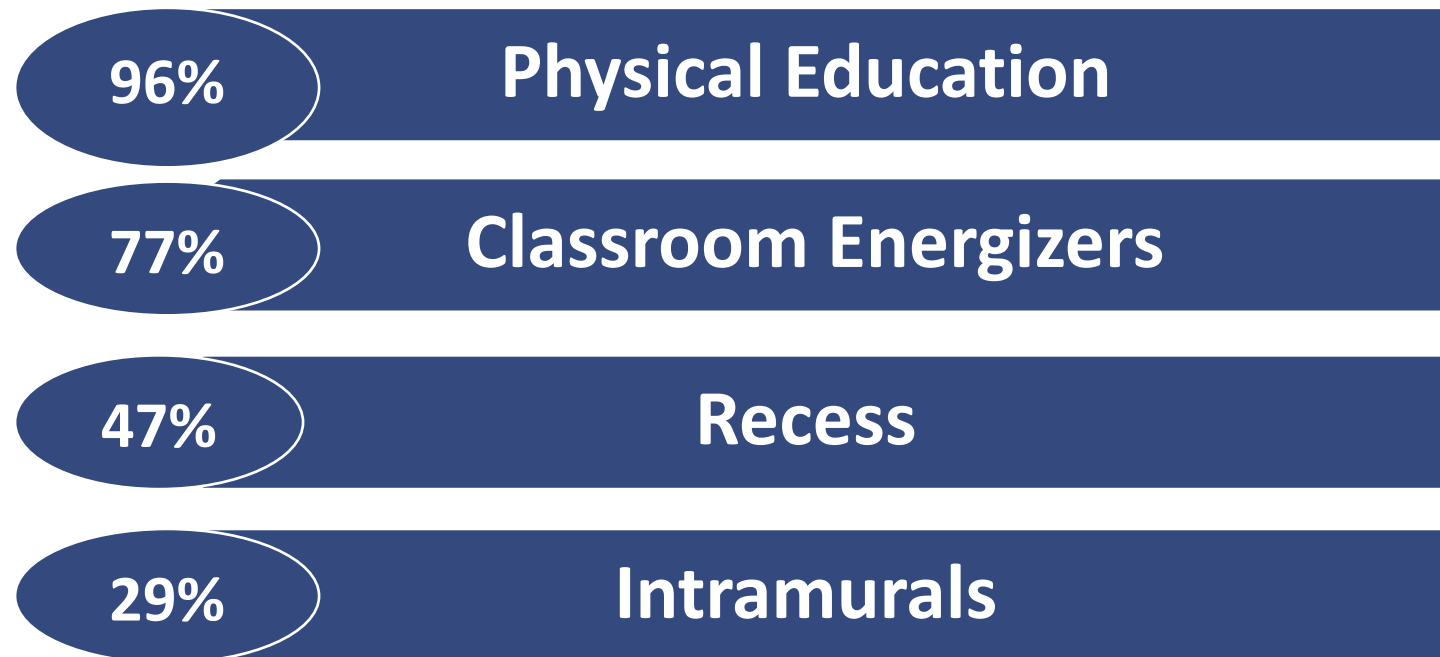


# ALL LEA Middle Schools Provide 30 Minutes of Daily Moderate to Vigorous Physical Activity

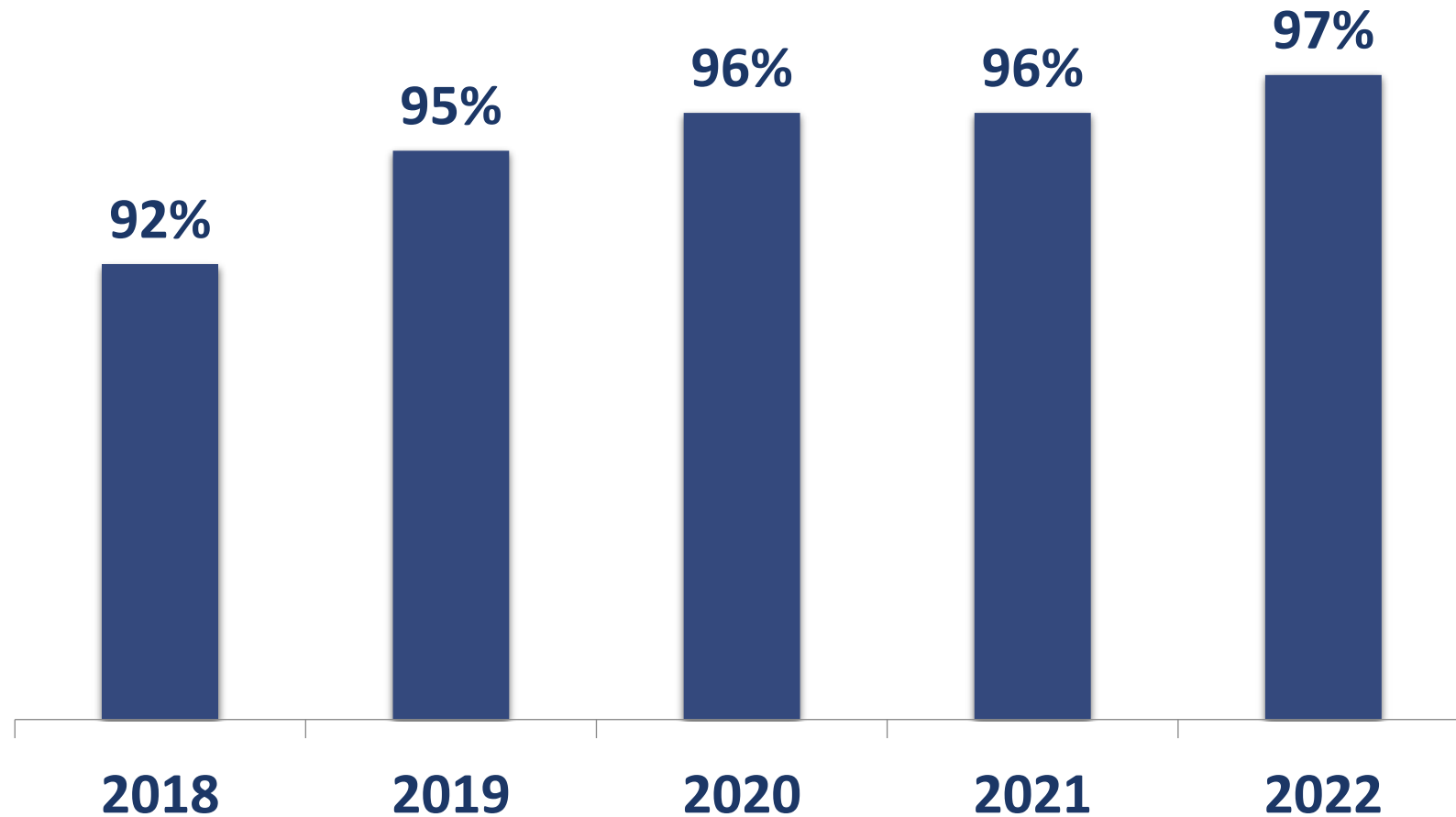
**77% - Yes**

**23% - No**

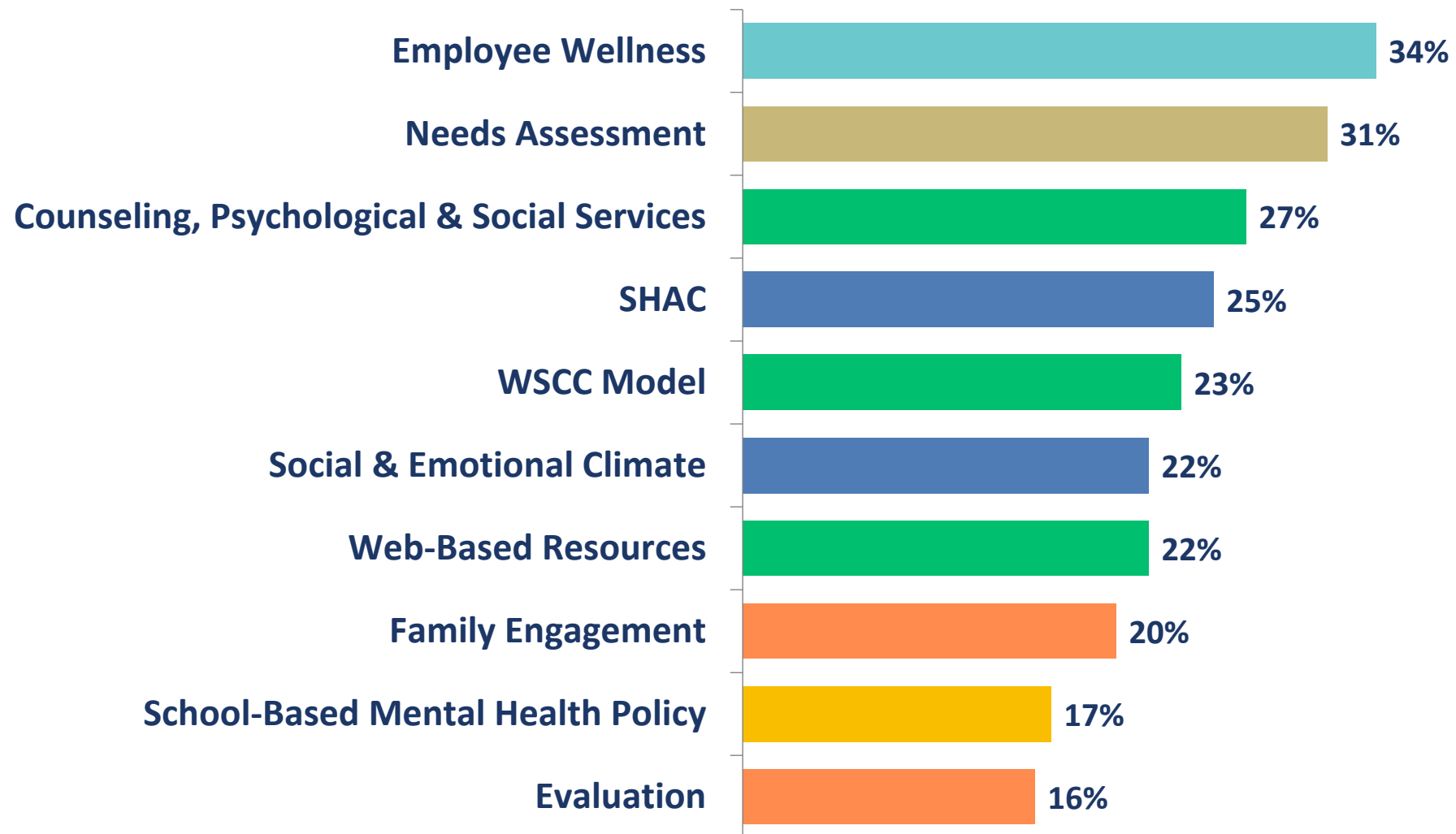
**Most common methods used to provide physical activity:**



# % of LEAs in Which No School or Teacher Withheld Recess as a Punishment



# Top 10 Areas Needing Additional Resources/Assistance





# Success Story Themes Across the State

- Nutrition
- Mental Health Needs
  - Telehealth
  - Adding SISIP positions
- Community Partnerships
- School Safety
  - Physical, Mental, & Emotional
- SHAC Engagement in COVID
  - Vaccinations
  - Testing





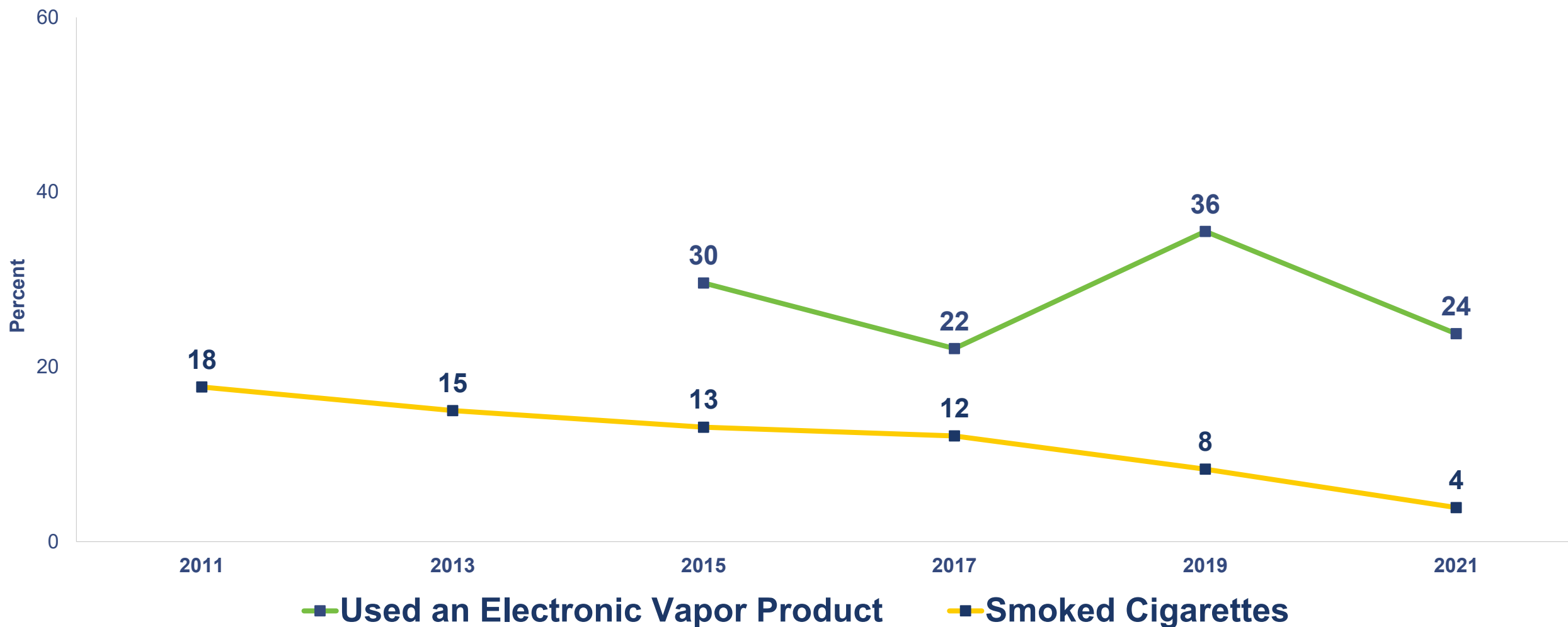
Healthy Children  
Learn Better!

# Youth Risk Behavior Survey

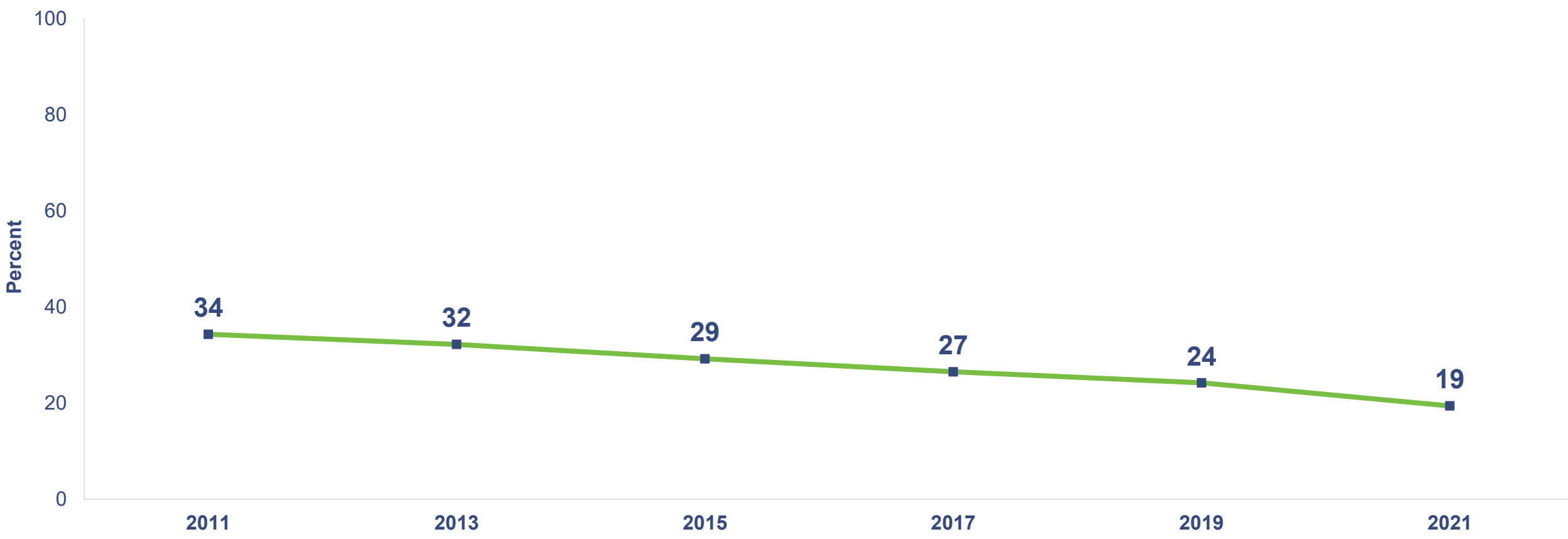
**“Student voice is the road  
to change.”**

**- Dr. Russell J. Quaglia**

# Percentage of High School Students Who Currently Used an Electronic Vapor Product vs. Currently Smoked Cigarettes



# Percentage of High School Students Who Currently Drank Alcohol,\* 2011-2021†



\*At least one drink of alcohol, on at least 1 day during the 30 days before the survey

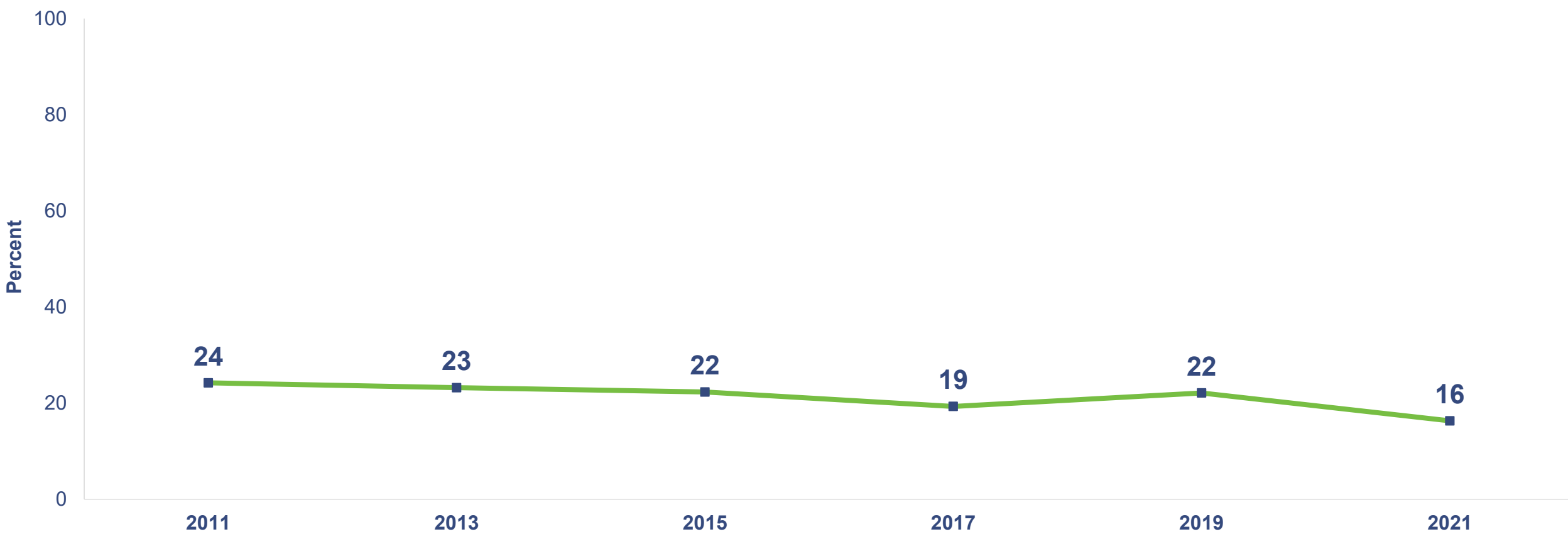
†Decreased 1993-2021, decreased 1993-2009, decreased 2009-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).

Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 1997, 1999. This graph contains weighted results.

North Carolina - YRBS, 2011-2021 – QN41

# Percentage of High School Students Who Currently Used Marijuana,\* 2011-2021†



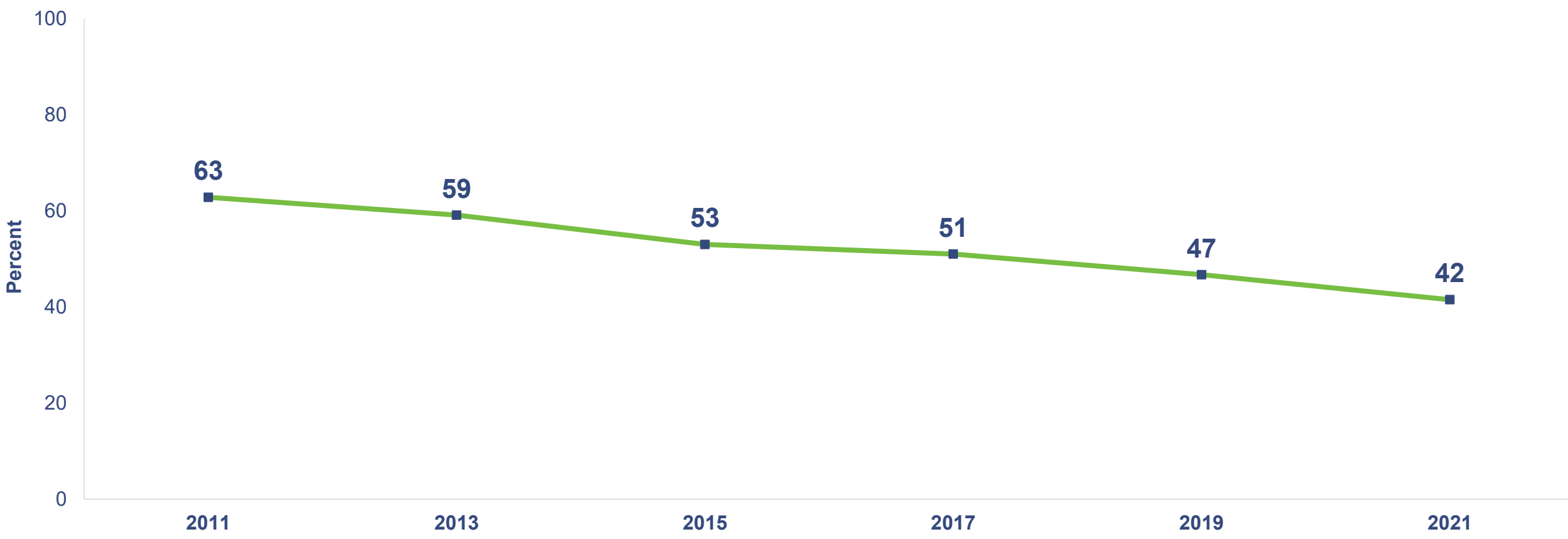
\*One or more times during the 30 days before the survey

†Increased, 1993-2003, decreased, 2003-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 1997, 1999. This graph contains weighted results.

North Carolina - YRBS, 2011-2021 – QN47

# Percentage of High School Students Who Have Seen Other Students Being Bullied in Their School,\* 2011-2021†

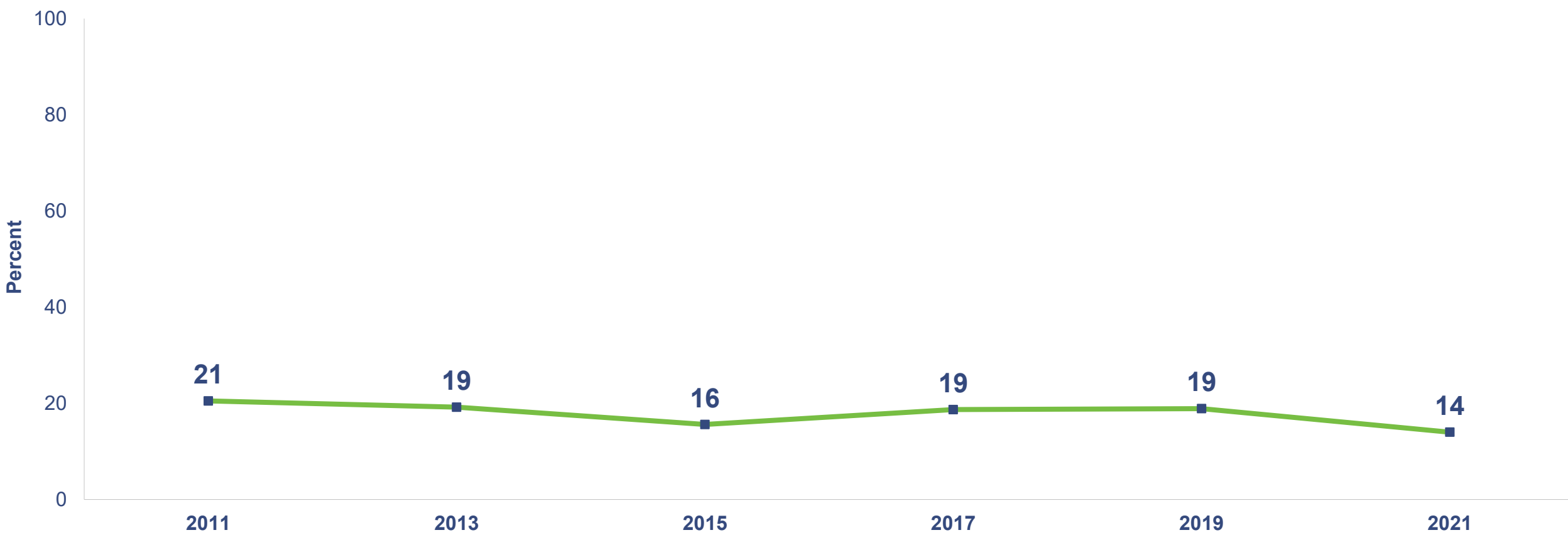


\*During the 12 months before the have survey

†Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Were Bullied on School Property,\* 2011-2021†

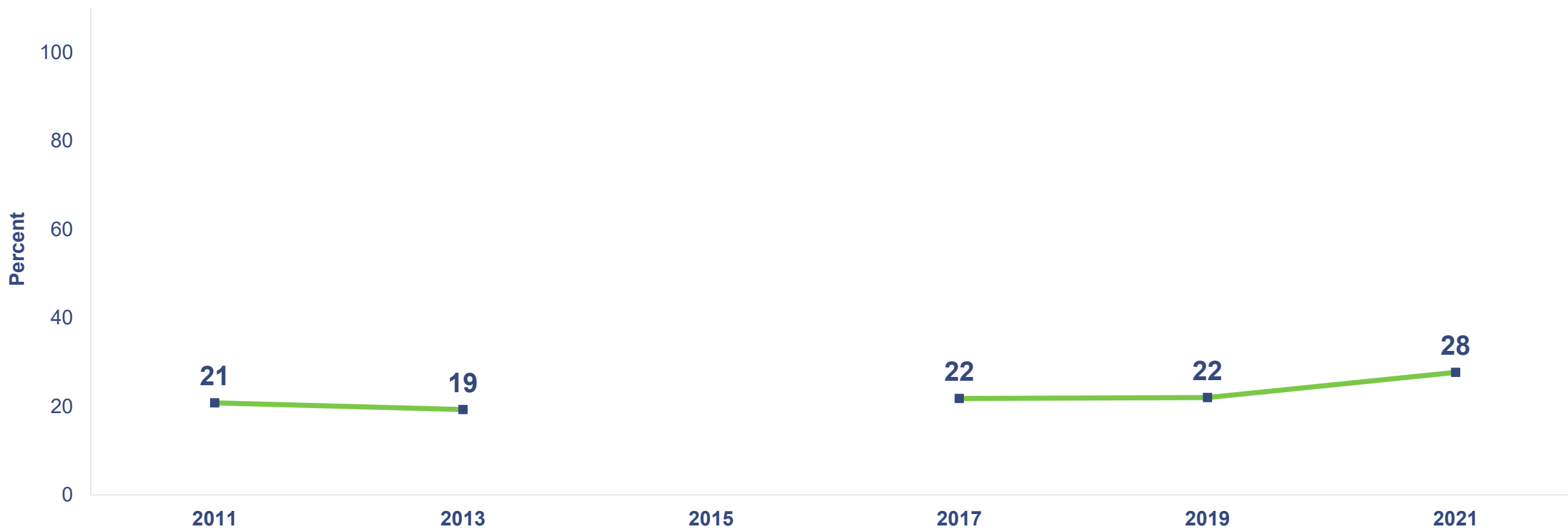


\*Ever during the 12 months before the survey

†Increased, 2009-2013, no change, 2013-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of Middle School Students Who Were Ever Electronically Bullied,\* 2011-2021<sup>†</sup>



\*Counting being bullied through texting, Instagram, Facebook, or other social media

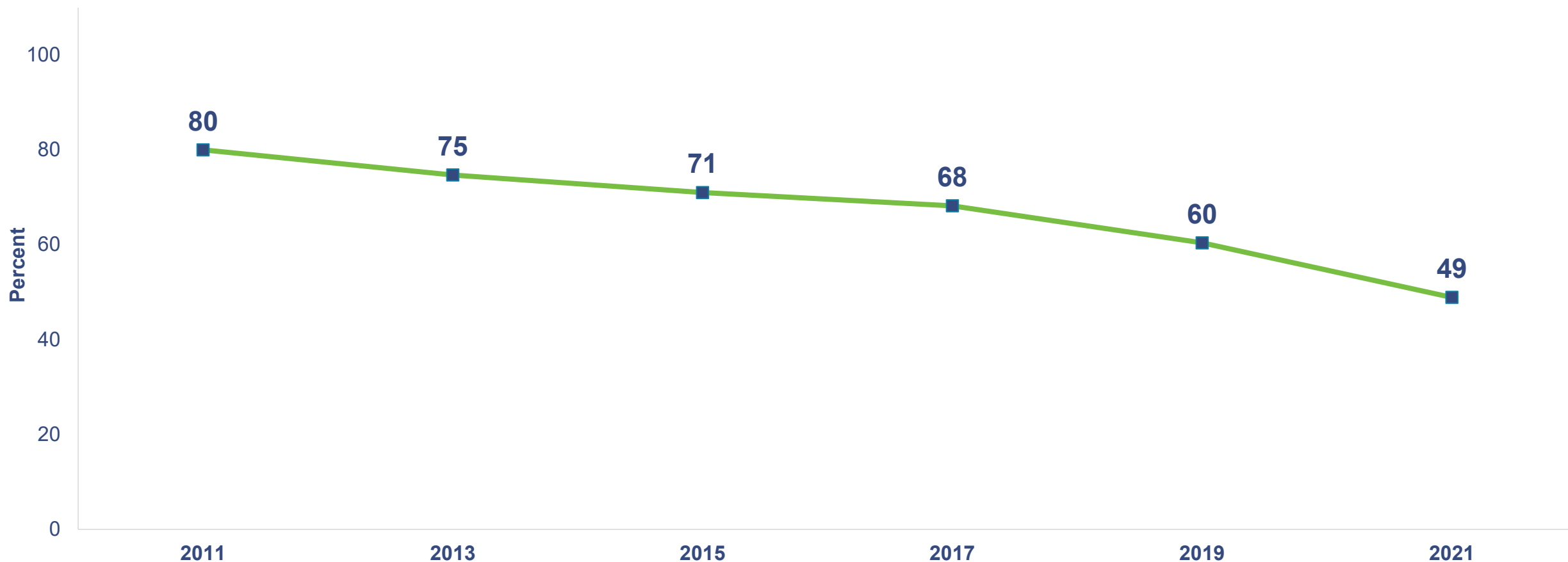
<sup>†</sup>Increased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2015.

This graph contains weighted results.

North Carolina - YRBS, 2011-2021 - QN13

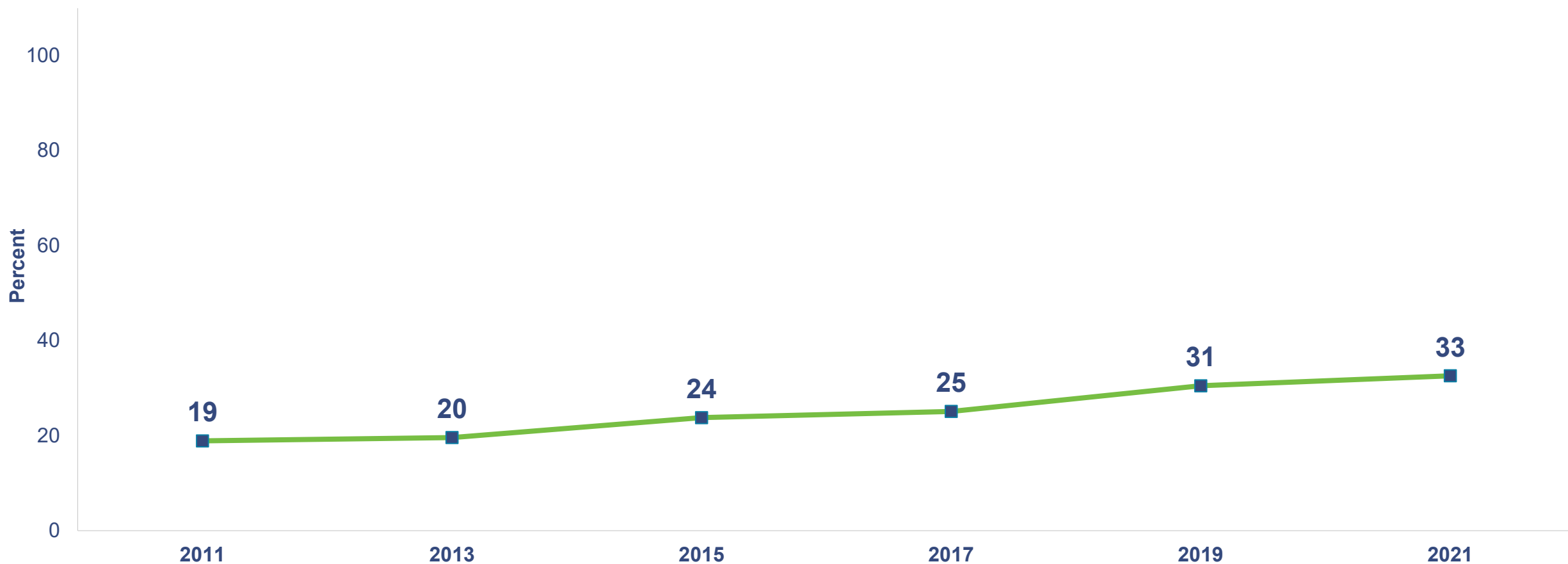
# Percentage of High School Students Who Strongly Agree or Agree That They Feel Good About Themselves



\*Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

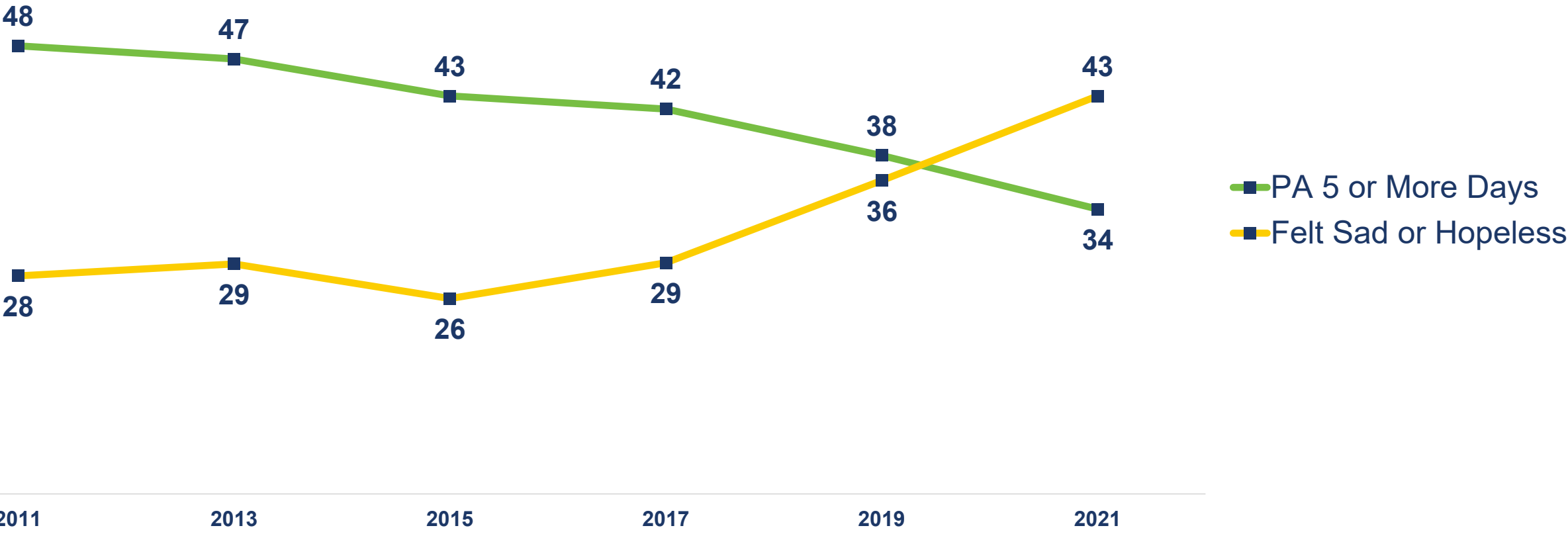
North Carolina - YRBS, 2011-2021 - QN109

# Percentage of High School Students Who Agree or Strongly Agree That They Feel Alone in Their Life



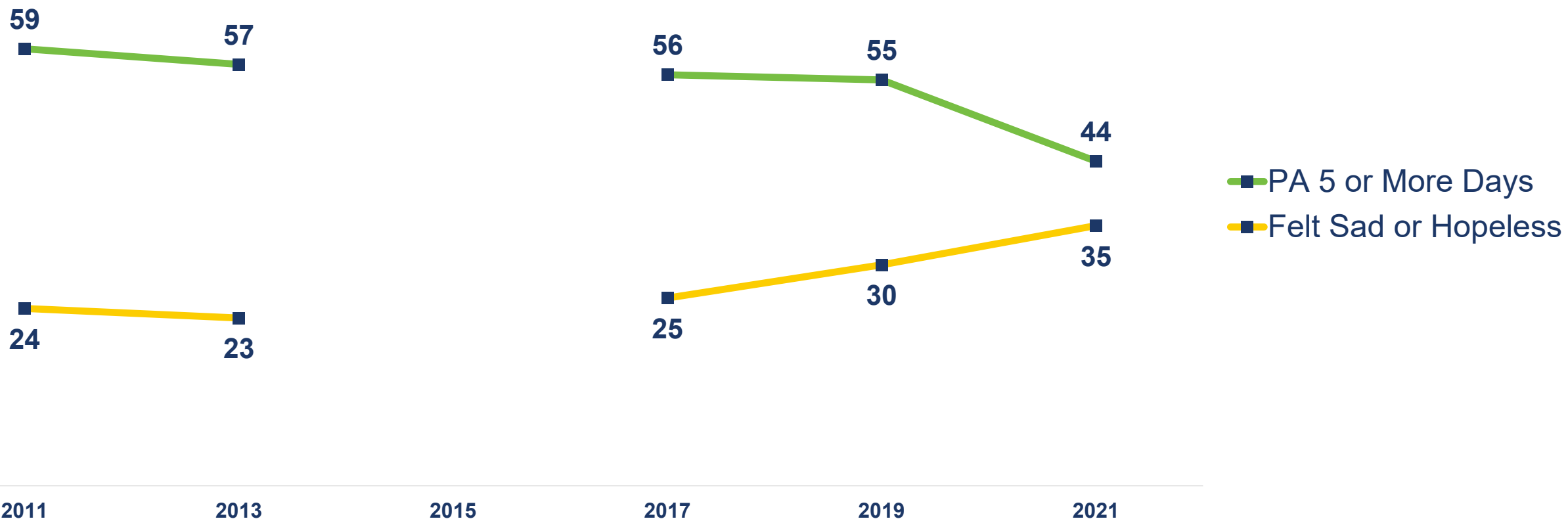
\* Increased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

# Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days vs. Felt Sad or Hopeless



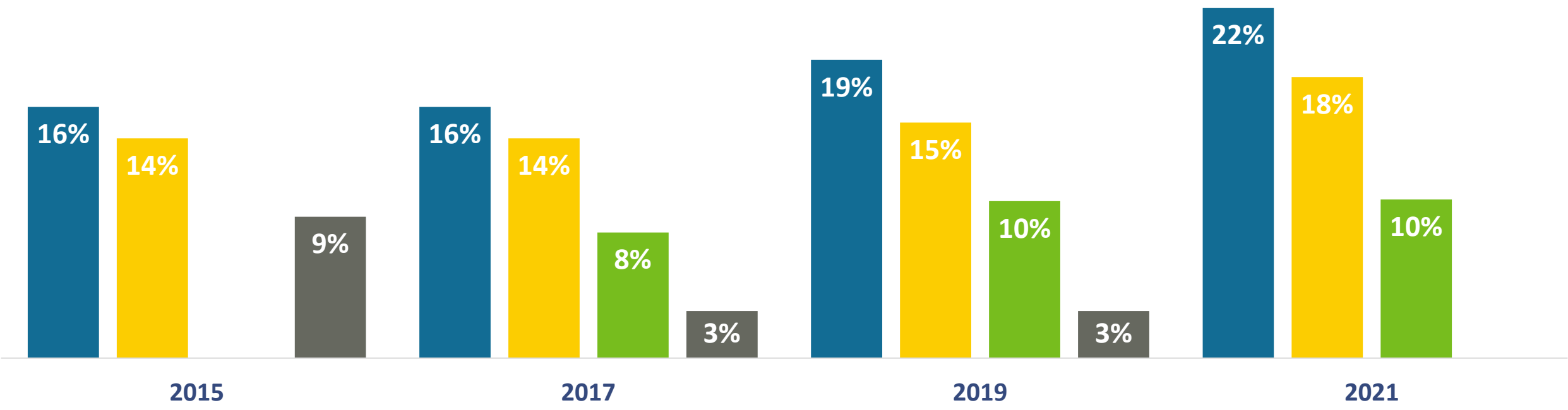
North Carolina - YRBS, 2011-2021

# Percentage of Middle School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days vs. Felt Sad or Hopeless



North Carolina - YRBS, 2011-2021

# Suicidal Behaviors 2015-2021 NC High School Students

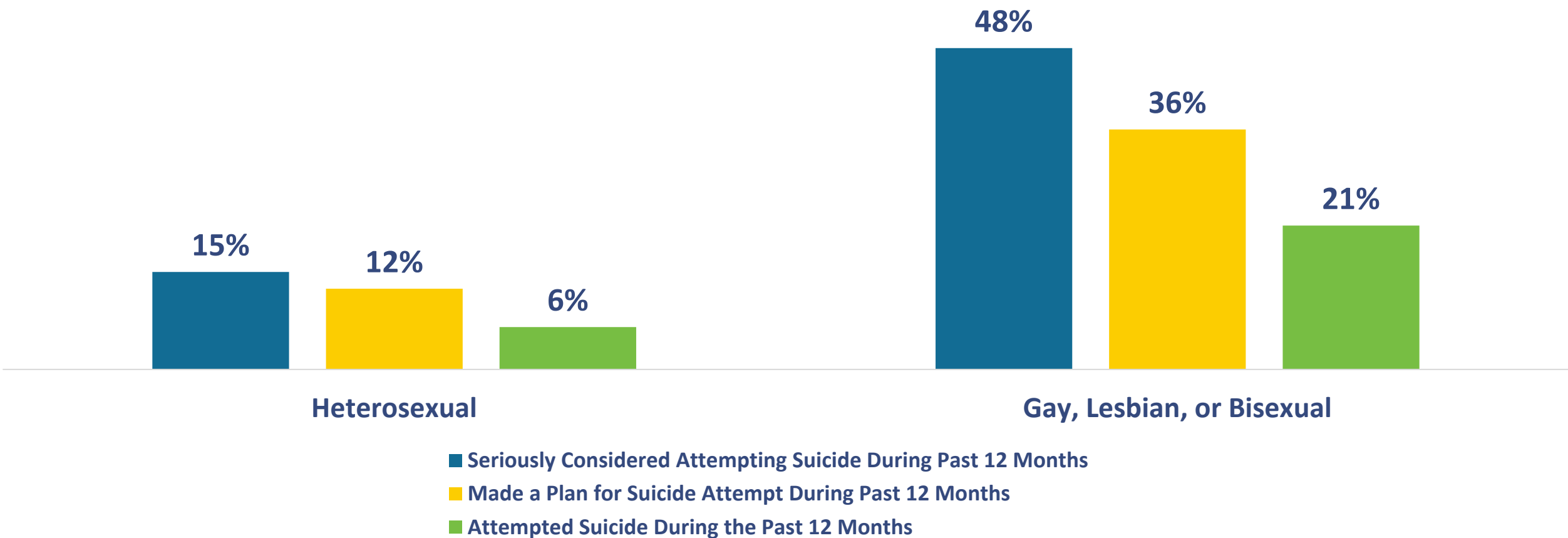


- Seriously Considered Attempting Suicide During Past 12 Months
- Made a Plan for Suicide Attempt During Past 12 Months
- Attempted Suicide (Not asked in 2015)
- Made a Suicide Attempt During the Past 12 Months That Resulted in an Injury Needing Treatment by a Medical Professional (Not asked in 2021)

Source: NC High School Youth Risk Behavior Survey

# Suicidal Behaviors

## 2021 NC High School Students



Source: NC High School Youth Risk Behavior Survey

# Seriously Considered Suicide

2011-2021 NC High School Students



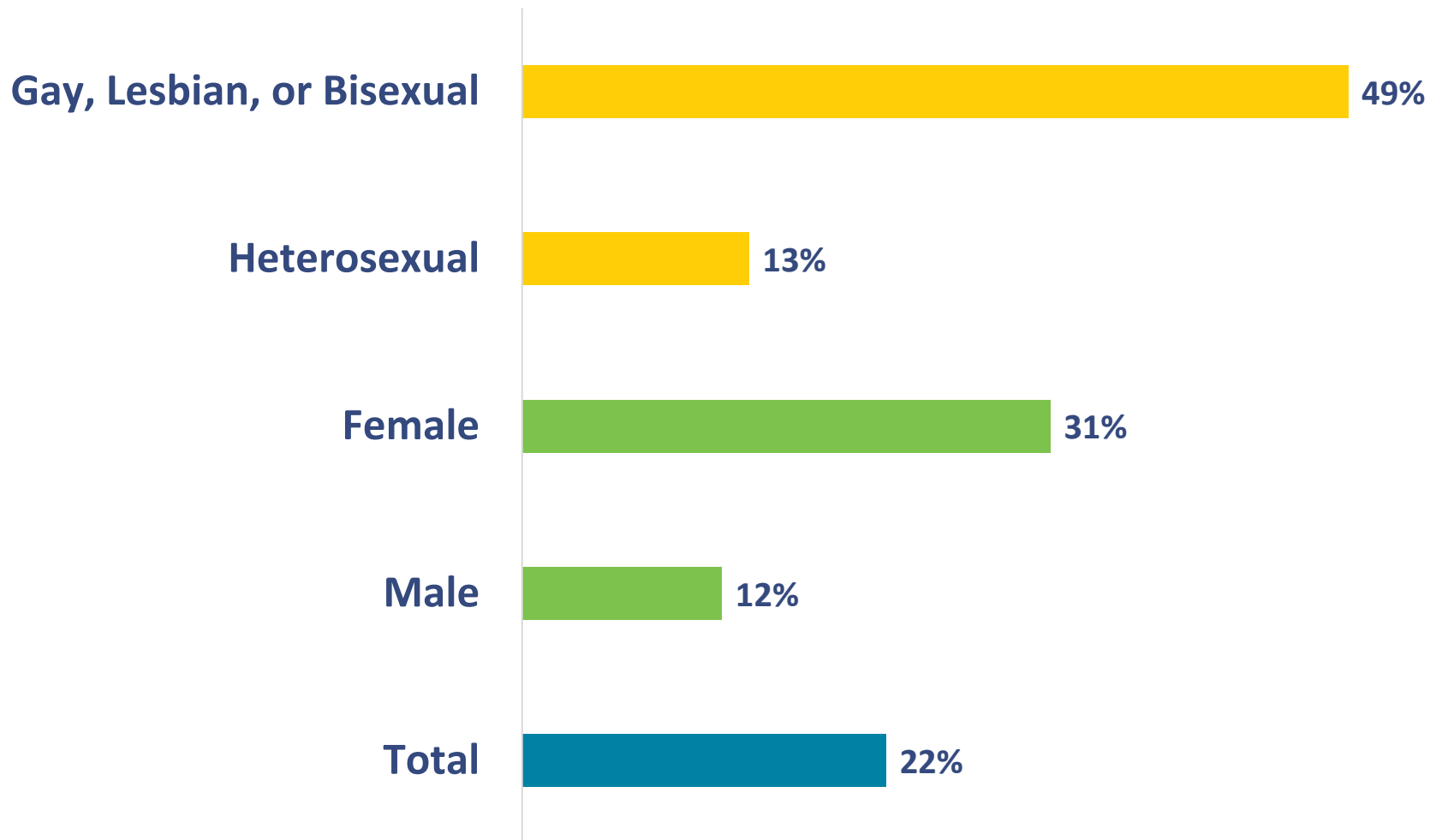
	2011	2013	2015	2017	2019	2021
Female	15%	22%	21%	21%	23%	30%
Male	14%	12%	11%	11%	15%	14%

Female

Male

Source: NC High School Youth Risk Behavior Survey

# Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die\*



\*Such as cutting or burning themselves on purpose one or more times during the 12 months before the survey

North Carolina - YRBS, 2021

# Percentage of High School Students Who Did Not Eat Breakfast,\* 2011-2021<sup>†</sup>



\*During the 7 days before the survey

<sup>†</sup>Increased 2005-2021, decreased 2005-2015, increased 2015-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).

Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

North Carolina - YRBS, 2005-2021 - QN76

# Percentage of Middle School Students Who Did Not Eat Breakfast,\* 2011-2021<sup>†</sup>



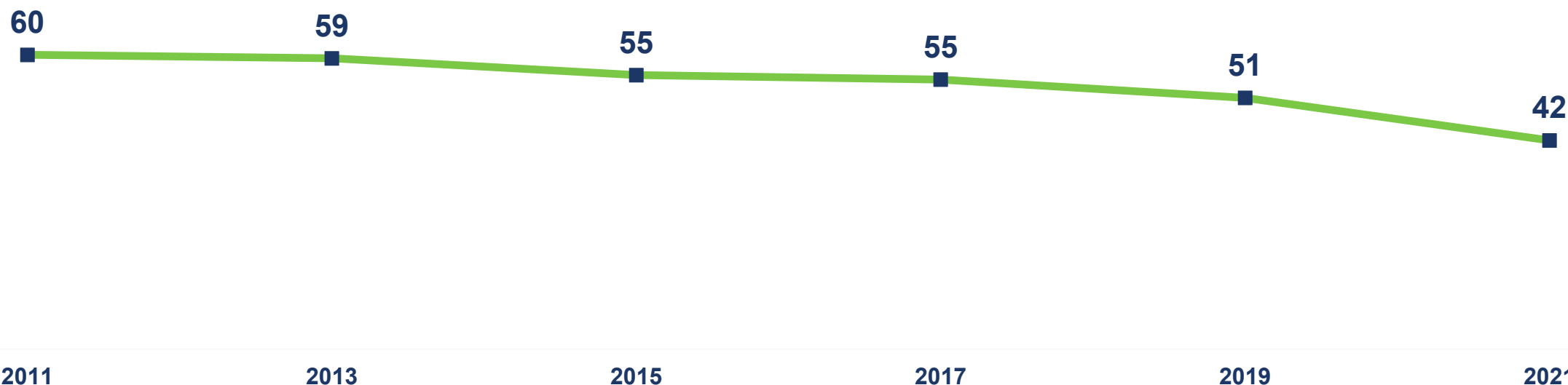
\*During the 7 days before the survey

<sup>†</sup>Decreased, 2007-2013, increased, 2013-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2009, 2015.

This graph contains weighted results.

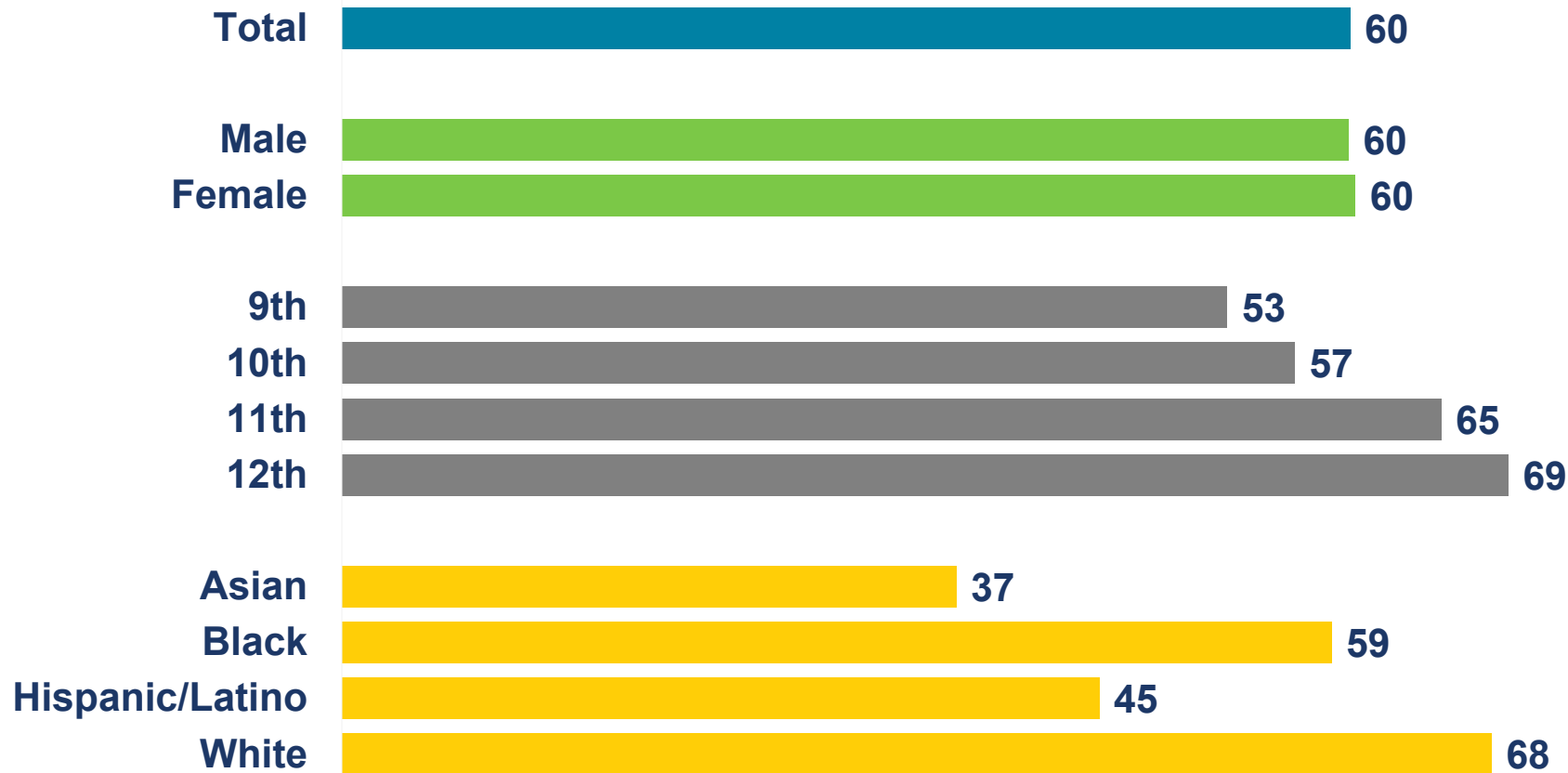
# Percentage of High School Students Who Strongly Agree or Agree That Their Teachers Really Care About Them and Give Them a Lot of Encouragement, 2011-2021\*



\*Decreased 2009-2021, no change 2009-2013, decreased 2013-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

North Carolina - YRBS, 2009-2021 - QN111

# Percentage of High School Students Who Reported There Is at Least One Teacher or Other Adult in Their School That They Can Talk to If They Have a Problem, by Sex, Grade,\* and Race/Ethnicity,\* 2021

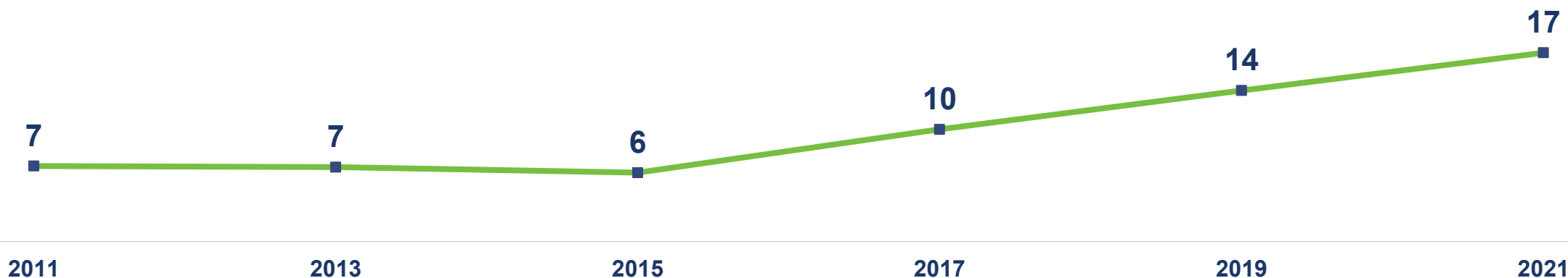


\*11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; B > A, B > H, W > A, W > H (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Go to School Because They Felt Unsafe at School or on Their Way to or from School,\* 2011-2021\*\*



\*On at least 1 day during the 30 days before the survey

\*\*Increased 2015-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

North Carolina - YRBS, 2011-2021 - QN14

# Percentage of High School Students Who Experienced Physical Dating Violence,\* 2013-2021†



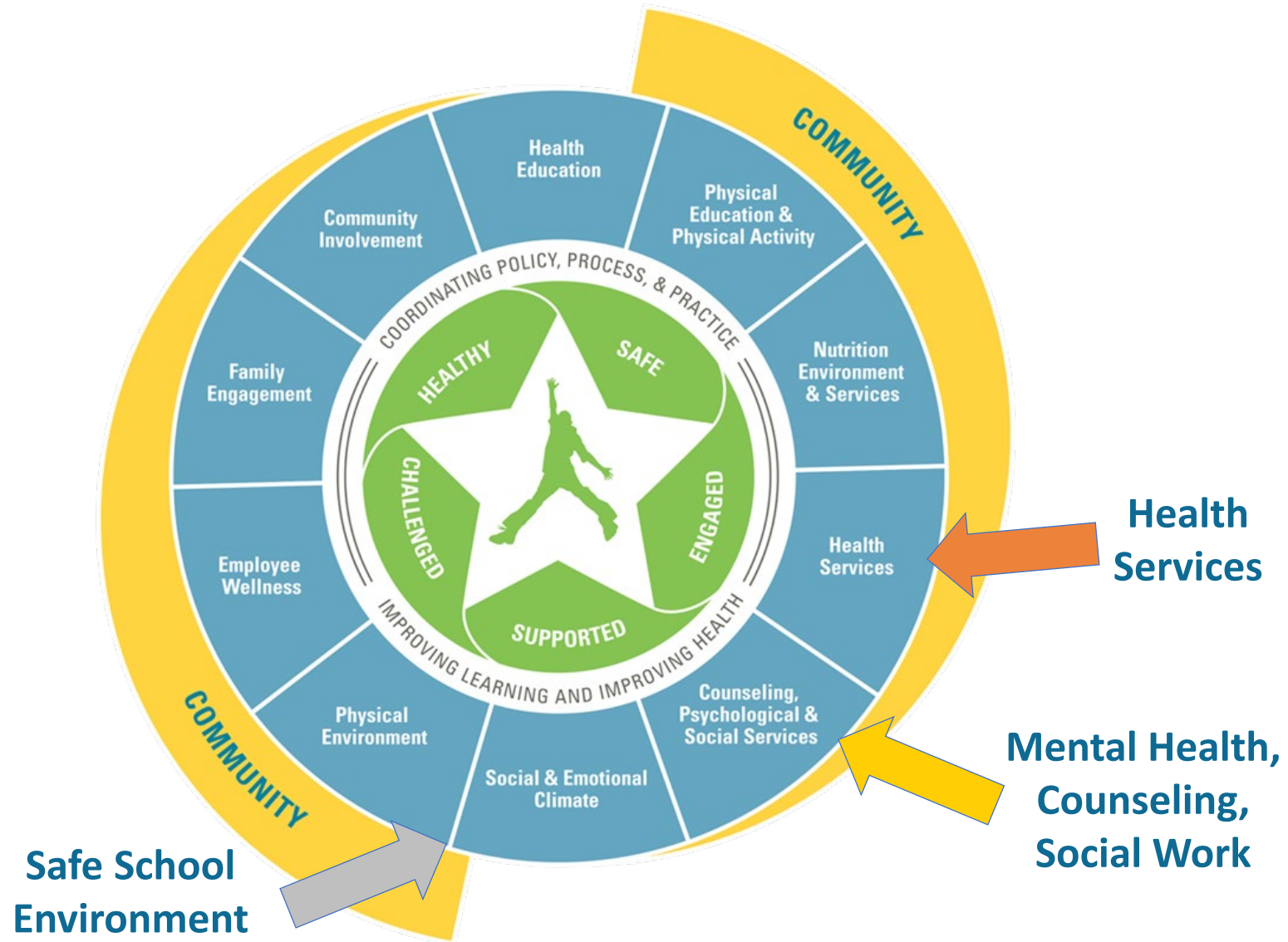
\*Being physically hurt on purpose by someone they were dating or going out with [counting such things as being hit, slammed into something, or injured with an object or weapon] one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey

†No change 2013-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

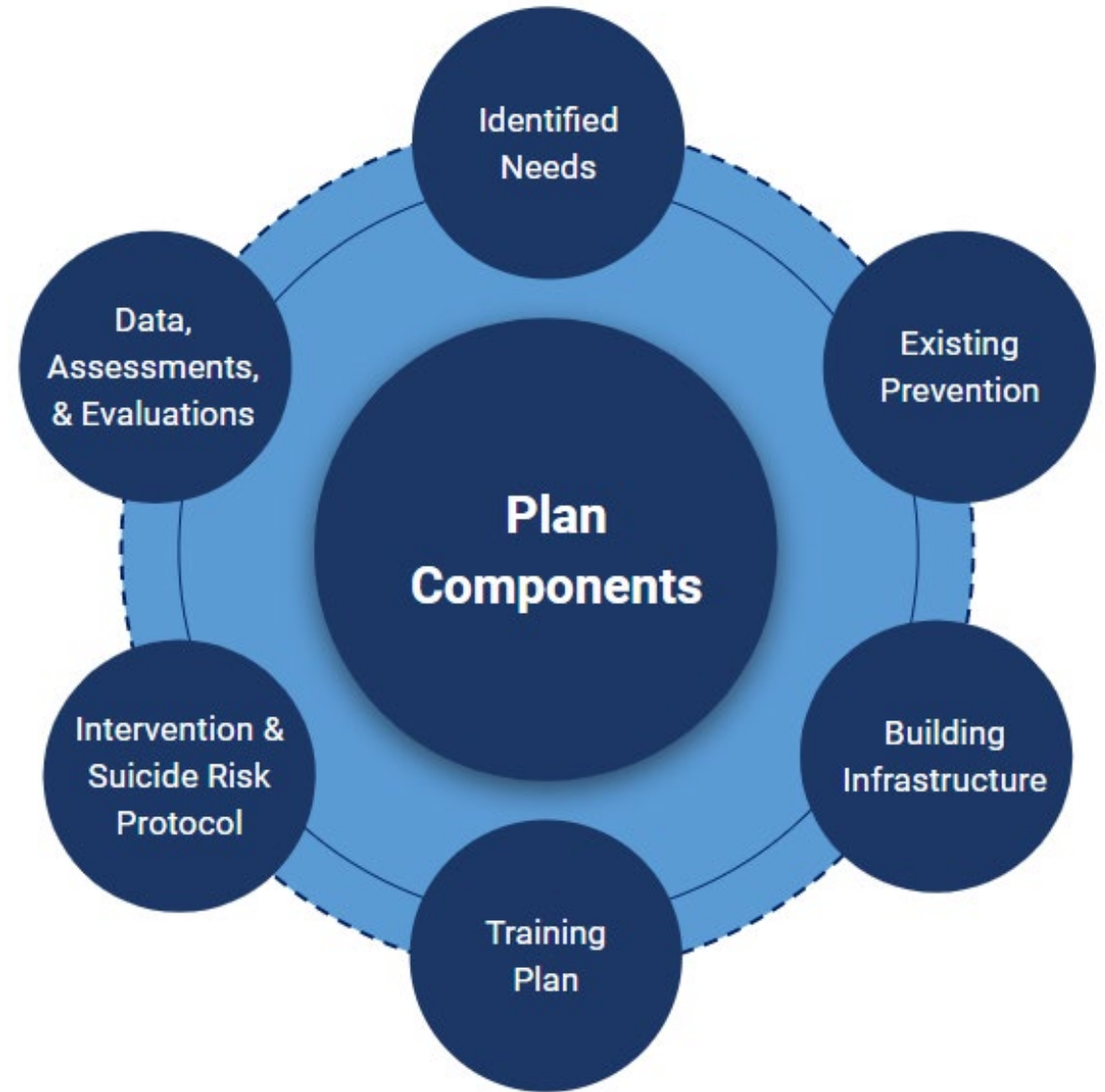
This graph contains weighted results.

North Carolina - YRBS, 2011-2021 – QN22

# Top Areas of Focus



# School-Based Mental Health Policy

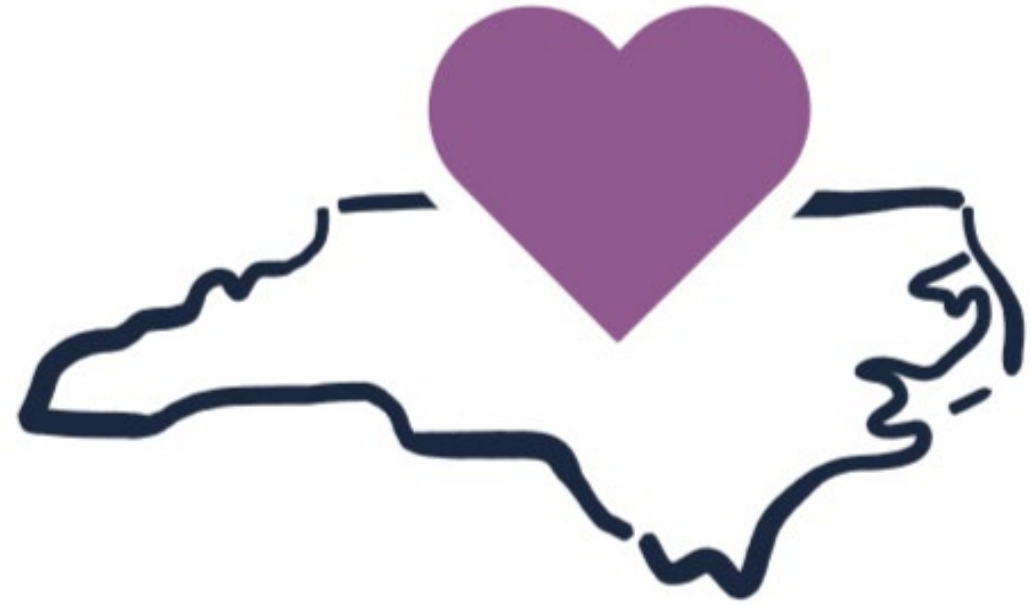




# Center for Safer Schools

NC DEPARTMENT OF PUBLIC INSTRUCTION

# ELC COVID Testing



**#StayStrongNC**

# Whole Child NC

Established 9/3/2015 as an advisory committee to the State Board of Education.

Identifies and reviews the challenges of at-risk school-aged population such as poverty, safety, health and other non-academic barriers.

Makes recommendations to the State Board of Education, other state agencies and education stakeholder groups as to how best to facilitate access for all public school children to receive the opportunity for a sound basic education.

# Whole Child North Carolina 2022 Reboot

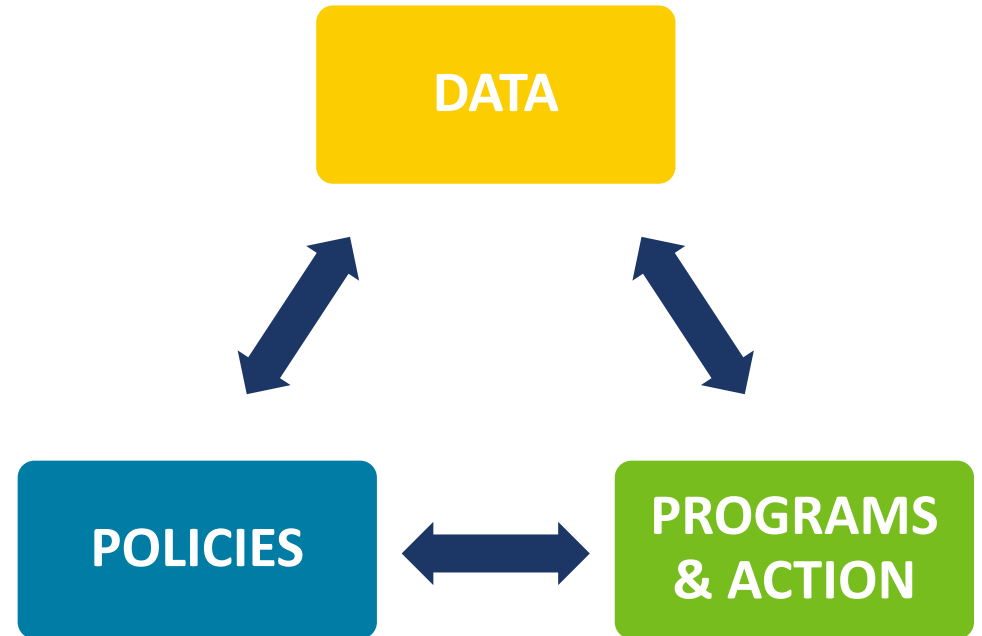


**EDUCATION  
COMMISSION**  
OF THE STATES

Your education policy team.

# Overview of Policy Academy

- Inter-Agency Collaboration
- State Planning Meeting  
Summer 2022 with ECS
- Shared Vision



# Whole Child North Carolina Vision

*State agencies will coordinate so that all children thrive in a nurturing environment and have the resources and supports they need, provided the way they need them, and when they need them.*



# WCNC Activities To Date



- Met with members in September and November
- Confirmed two- and three-year terms with members
- Sought input into the developed Vision
- Identified additional members for outreach
- Generated initial brainstorm list of potential areas for policy recommendations
- Invited to share about NC's work at ECS Winter Summit

# Upcoming Steps for Whole Child NC

- Develop by-laws
- Confirm Chair and Vice Chair
- Plan for 2023 Meetings
- Reach out to Proposed New Members
- Modify Policy to Include New Members
- Make recommendations from the Advisory Committee by June 2023



# Whole School, Whole Community, Whole Child



## Healthy Children Learn Better

*Anson County Schools*



*"Where Greatness Grows"*