SECTION I

SURVEY FINDINGS
Online surveys were completed by four groups:
- School teams (257 respondents)
- Community partners (38 respondents)
- Families (454 respondents)
- Students (343 respondents)

School Team Highlights

87% of school staff agree or strongly agree that physical health promotion is adequately provided at the universal level

57% of school staff agree or strongly agree that mental health promotion is adequately provided at the universal level

1 Not all respondents completed the entire survey. Individual item completion rates are included in tables.
61% of school staff agree or strongly agree that substance use prevention is adequately provided at the universal level

![Substance use prevention](chart)

91% of school staff agree or strongly agree that students with physical health concerns are able to access adequate health services in SCHOOL

![Students with physical health concerns](chart)
80% of school staff agree or strongly agree that students with physical health concerns are able to access adequate health services in the COMMUNITY.

57% of school staff agree or strongly agree that students with mental health concerns are able to access adequate health services in SCHOOL.
56% of school staff agree or strongly agree that students with mental health concerns are able to access adequate health services in the COMMUNITY.

![Bar chart showing the percentage of school staff agreement for mental health concerns in the community.]

51% of school staff agree or strongly agree that students with substance use concerns are able to access adequate health services in SCHOOL.

![Bar chart showing the percentage of school staff agreement for substance use concerns in the school.]

60% of school staff agree or strongly agree that students with substance use concerns are able to access adequate health services in the COMMUNITY

63% of school staff agree or strongly agree that community health, mental health, and substance providers work collaboratively with school staff to support student wellness.
73% of school staff agree or strongly agree that their school uses best practices to address student wellness

![Chart showing responses to the statement: Our school uses best practices (evidence-based, appropriate to student population) to address student wellness. (n=149)]

45% of school staff agree or strongly agree that they consistently use evaluation and outcome measurement to assess the impact of school wellness programming

![Chart showing responses to the statement: We consistently use evaluation and outcome measurement to assess the impact of school wellness programming. (n=140)]
47% of school staff agree or strongly agree that families are meaningfully involved in all levels of student wellness programming

56% of school staff agree or strongly agree that staff wellness is adequately addressed by school policies and programming
School Wellness Programming and Strategies Working Well in the School and District

- Botvin LifeSkills
- Responsive Classrooms
- Second Step
- Michigan Model
- Zones of Regulation
- LEAD program for drug resistance skills
- CONNECT to End Violence Classes
- RULER approach for integrating social and emotional learning into schools
- Yoga in classroom
- Sheriff Department’s ropes program
- K-8 health education program
- Physical health for students (recesses, physical education)
- Strengthening embedded community partners/programs into the school and collaboration with school adjustment counselors
- Collaborative work with Youth Task Force
- Guidance counselors, behavior health specialists, nurses, administrators, community partners and families working together

Challenges of Current School Wellness Programming and Strategies in the School and District

- Takes time away from regular classroom instruction
- Getting mental health services and supports in a timely manner that take insurance both within the school and in the community
- Not enough embedded therapeutic services offered in the school
- Need to have more focus on prevention versus just highest tier
- Getting families more engaged and on the same page about wellness
- Programs and education are not addressing new problems like vaping
- Siloed programs are not integrated into a larger wellness strategic approach
- Need to move beyond just one time assemblies that talk about a topic
- Inadequate funding and personnel especially for health, physical education and mental health
- Need collaborative approach with mental health, education, and other staff
- Need more time and resources for physical activities outside of the building
- Not all schools have a health teacher
- Need for a common health education curriculum to ensure continuity and building on messaging
- Language barriers with families
- Need for more healthy lunch options for students
Student Wellness Needs/Concerns Not Currently Adequately Addressed
- Universal programming on social-emotional learning, mindfulness, social justice
- Education related to race, gender, LGBTQ, trauma
- Knowledge and use of 504 eligibility and plans
- Substance use, including vaping and support groups for students
- Poverty impact on student participation in activities and access to healthy foods
- Anxiety, depression and trauma in students
- Do not have the staff capacity to meet the myriad of student mental health needs
- Brazilian population needs more support and education on how school operates and expectations. Also have a need for more translation support
- Lack of diversity in school staff members
- Need templates or guides to inform wellness and mental health related decisions in team meetings
- Adequate time for lunch and physical activity
- Adaptive physical education

Staff Wellness Needs/Concerns Not Currently Adequately Addressed
- Emotional support for staff
- Stress from lack of time for planning and collaboration
- Staff morale
- Stress related to state testing and scores and too many expectations
- Stress management programs
- Opportunities for school staff to feel heard, supported, and respected by administration

How well are people collaborating to support student wellness in your school?
- People all care and collaborate, but it is not a priority or emphasis which makes wellness more challenging to support
- Teachers and guidance counselors collaborate well
- Student Assistance Team Meetings and Child Study Team meetings are valuable to promoting collaboration around student wellness
- Wellness Committee helps to address needs and to support collaboration
- Needs to be more communication across staff and with parents
- Variability on breadth and quality of communication across staff and schools
- Counselors, nurses and health teachers collaborating well on mental health
- When given time to meet as a whole our staff is great. But most of our collaboration is impromptu and reactive.
- Whole school collaboration is less apparent versus a smaller group of staff
- Teachers, special education, OT, and speech regularly collaborate and update on student progress.
How well are people collaborating to support student wellness among all of Martha’s Vineyard schools?

- Collaboration is more cohesive during elementary school than in later years.
- There is better collaboration when there is an acute need versus chronic
- Collaboration is often siloed
- The core group of nurses, counselors and administrators collaborate well
- Guidance counselors across the island meet often to discuss issues
- The level of collaboration depends on the school
- The Island-wide wellness committee offers an opportunity for strong collaboration
- The ELL programs tries but there are not enough resources
- PD days offer a great opportunity for collaboration but they are not mandatory
- Community Services do a great job working with all schools

How well are people collaborating to support student wellness with community health, mental health, and substance use providers?

- Communication is tough related to emphasis on confidentiality
- Excellent services but often in silos and access varies by community
- The Island-Wide Youth Collaborative has many programs and services available
- The community provides great services for our students
- We need more providers who take insurance
- Guidance and administration are in contact with community counselors. Some community organizations come into the classrooms to do lessons
- Community has a very strong supportive collaboration toward wellness as a whole (IWYC, YTF, YMCA, BGC) and meet regularly

What recommendations do you have for improving comprehensive school wellness in your school?

- Have an overarching curriculum and education protocols that can be followed and can inform teachers of what will be provided in each grade
- Need to better engage families and have them want to participate in wellness programming with school teams
- Increase staff and education time supporting health and wellness
- Increase staff professional development on student mental health and wellbeing
- Better communication and support from the top down
- The administration needs to make wellness a priority and not an add-on
- Guidance needs more support and training to support the needs of students
- Increase integration of mental health professionals in the school and community into student support plans.
- More information for educators about what services and supports are available for students and how to access them
- Have clear school policy on wellness communicated and enforced by leaders
60% of community partners agree or strongly agree that students with physical health concerns access adequate health services in the SCHOOL.

12% of community partners agree or strongly agree that they consistently use evaluation and outcome measurement to assess the impact of school wellness programming.
28% of community partners agree or strongly agree that families are meaningfully involved in planning student wellness programming

Families are meaningfully involved in planning student wellness programming. (n=18)

21% of community partners agree or strongly agree that students with mental health concerns access adequate mental health services in the SCHOOL

Students with mental health concerns access adequate mental health services in the SCHOOL. (n=19)
47% of community partners agree or strongly agree that community health, mental health, and substance use providers work collaboratively with school staff to support student wellness.

**Community health, mental health, and substance use providers work collaboratively with school staff (e.g., teachers, school-employed health and mental health professionals) to support student wellness.**

(n=17)

![Bar chart showing responses]

5% of community partners agree or strongly agree that mental health promotion is adequately provided for all students.

**Mental health promotion (i.e., programming and strategies to foster mental health) is adequately provided for all students (universal level).** (n=19)

![Bar chart showing responses]
33% of community partners agree or strongly agree that they are meaningfully involved in planning student wellness programming.

59% of community partners agree or strongly agree that students with physical health concerns access adequate health services in the COMMUNITY.
35% of community partners agree or strongly agree that physical health promotion is adequately provided for all students

![Physical health promotion (i.e. programming and strategies to foster physical health) is adequately provided for all students (universal level). (n=17)](chart1)

16% of community partners agree or strongly agree that substance use prevention is adequately provided at the universal level

![Substance use prevention (i.e., programming and strategies to reduce risk for tobacco, alcohol, and drug use) is adequately provided at the universal level (for all students). (n=19)](chart2)
29% of community partners agree or strongly agree that their school uses best practices to address student wellness

![Bar chart showing responses]

32% of community partners agree or strongly agree that students with mental health concerns access adequate mental health services in the COMMUNITY

![Bar chart showing responses]
11% of community partners agree or strongly agree that students with substance use concerns access adequate health services in the SCHOOL.

16% of community partners agree or strongly agree that students with substance use concerns access adequate health services in the COMMUNITY.
School Wellness Programming and Strategies Working Well in the School District

- Guidance
- Health Education Class
- Fun Run
- West Tisbury – robust wellness curriculum taught by a full-time licensed teacher including CDC/NIH-aligned substance use prevention
- Edgartown School – Fun Club afterschool program
- Restorative Justice Program
- Island Grown Initiative
- School Nurses
- Health Education

Challenges/Limitations of Current School Wellness Programming and Strategies in the School District

- Use of DARE curriculum
- Law enforcement using programs that are not evidence-based
- Need more afterschool options for children with developmental disabilities
- Community provider services should be offered in the school building
- Not enough adjustment counselors
- Need to have an island-wide curriculum and designated health teachers in all schools, with clear guidelines and protocols
- The use of police in schools makes undocumented parents uncomfortable with entering schools and connecting with school staff
- Health curricula are not aligned with national standards and CDC guidance
- Lack of awareness about the existence of the wellness programs in the community
- Need more political will to make student wellness a priority

Student Wellness Needs and Concerns Not Adequately Addressed

- The impact of social media on wellbeing
- Special needs population underserved by school district programs
- Substance use prevention
- Sex Education at the high school level
- Teachers using candy/sweets as a reward/incentive
- High school parents reporting that only tobacco, alcohol, and marijuana is addressed and not opioids and other substances
- Continuity of mental health care in school and the community
- Trauma screening
- Needs of immigrant students – have less access to physical, mental, and behavioral services
How well do people collaborate to support student wellness in your school?

- Community services tries to do job but has to be in building, need more outreach to teachers and parents and to do advertising campaigns about the services
- Students are not able to access services in a timely manner
- Need more outreach to community providers to bring them into the schools to provide mediation, yoga, stress reduction, social skills, educational programming
- IWYC, YTF, Connect to End Violence, Island Grown Schools, MV Horse Center are collaborating well
- We Stand Together is helping to bring attention to the needs of immigrants, SPED students and LGBT students

How well do people collaborate to support student wellness among all of Martha’s Vineyard Schools?

- Not consistent across School Boards as to the willingness to invite, promote, or provide access to community partners
- Would like to see more follow through with youth and family recommendations from youth taskforce
- The school nurses work very closely with Island doctors
- Island Grown Schools has been very effective in providing better nutrition education

Recommendations for Improving Comprehensive School Wellness in Schools

- Be inclusive and transparent
- Have a full-time health teacher in all schools with an island-wide curriculum
- Engage community partners with the schools in developing a protocol to address student wellness and provide a menu of opportunities
- Health education needs to be comprehensive and introduces decision-making, sex education and substance use much earlier
- Health education programs should be taught by licensed teachers not law enforcement
- Have a wellness night at beginning of year – include services and supports available
- Have a media campaign to promote services and supports
- Ask parents for help and leadership
- Mandatory education and prevention programs that are age appropriate and follow a linear path from elementary to high school
- Form a true school health council that meets regularly to oversee and integrate health activities
- Have less emphasis on policing and punishing and more emphasis on counseling, support, and education
- More training for teachers on meeting the emotional needs of students
What could be done to better engage and meaningfully involve community partners in comprehensive school wellness in Martha’s Vineyard?

- Have an open door policy for community partners
- Have island-wide health teachers who can be the contact people with community partners
- Invite community partners into the building and consider potential collaborations
- Have an island-wide health and wellness coordinator who can liaison between schools and community partners
- Create a system to evaluate the efficacy of community programs and have regular evaluations and hold providers accountable for high quality care
- Schools should take a lead to decide what they want health and wellness programs to look like and when and how to include community partners
66% of caregivers agree or strongly agree that there is effective family-school-community partnering around school wellness within their child’s/children’s schools.

![Bar graph showing responses to the statement: There is effective family-school-community partnering around school wellness within my child's/children's school(s). (n=371)]

93% of caregivers agree or strongly agree that they know how to obtain health services for their child to receive at school.

![Bar graph showing responses to the statement: I know how to obtain health services (e.g., school nurse) for my child to receive at school. (n=371)]
59% of caregivers agree or strongly agree that they know how to obtain individual, group, or family mental health or substance use services for their child to receive at school.

19% of caregivers reported using mental health or substance use services provided at school.
42% of caregivers reported using mental health or substance use services for their child provided in the COMMUNITY.

Of caregivers who had children access school mental health or substance use services, 72% reported it was easy or very easy to access these services.
Of caregivers who had children access school mental health or substance use services, 80% of caregivers agree or strongly agree that they would recommend the mental health or substance use services provided at school to other families.

60% of caregivers reported that they saw some or great improvement in their children’s functioning after participating in school mental health or substance use services provided at school.
**Biggest Wellness Concerns**

- Substance use, vaping, opioids, Adderall misuse, selling and smoking pot
- Social media
- Physical health
- Mental Health
- Anxiety/Depression
- Stress management, no proper supports
- Not enough resources devoted to counseling and wellness including school-based treatment of mental health and substance use disorders, need more adjustment counselors
- Lack of MH provider training
- Parents not on board or in loop
- Condition of physical school structure, mold/air quality, lack of heat, etc. (specifically Tisbury)
- Need for professionals to address learning needs such as dyslexia
- Need proactive prevention, mental health promotion/awareness
- Need to engage and partner with more community behavioral health partners and not work in isolation
- Need more physical activity and more time for lunch, healthier lunch options and opportunity to have snacks during day
- Low morale, need to improve school culture and cohesiveness between groups
- Presence of trauma
- Peer and teacher pressure, including eating/body image issues
- Bullying and feeling isolated
- Need more focus on school safety

**Wellness Programs/Activities Working Well at School**

- Health Class
- Gym Class
- Guidance Counselors, lunch groups
- Active wellness committee
- Mindfulness/Mindful movements
- Yoga
- YMCA teen center
- Mental Health
- Full time health teacher at WT
- School sports
- School Nurse
• Gardening/Go green initiatives
• Peer Mediation and outreach
• Connect to End Violence
• Monthly fun run, walking club
• Mentor Mondays
• Island Grown Initiative in some schools (but not across all schools)
• Farm to table food wellness day
• Sex Education
• Field Day
• “Flex” time, block to meet with teachers, exercise, structured options

Challenges/Limitations of Current Wellness Programs/Activities at Child’s School
• Not enough in-school resources/space
• Not enough bullying prevention and intervention
• Capacity issues of guidance – greater need than can be met with staffing
• Need more willingness to collaborate and partner with community partners around mental health and substance use
• Need more inspiring/engaging health curriculum for students
• More sex education needed
• Students who most need the wellness activities are not engaging in them
• Need more time for gym/outside activities/physical activity and more lunch time
• Lack of awareness by caregivers of what programs are available and a need for more communication from school about these programs/services
• Need to include more mental wellness in curriculum, lack of time to teach/learn about mental health, abuse, substance use, etc. outside of core curriculum
• Administration not connected to kids, kids don’t trust administration
• Inconsistent delivery and communication from school staff to parents/students
• Lack of afterschool support/programs
• Not enough positivity
• Money/cost to participate in sports
• No programs for kids with special needs
• Wellness isn’t being introduced at a young age, needs to be introduced sooner

Recommendations for Improving Comprehensive School Wellness in Child’s School
• Have ongoing outreach to kids to encourage them to find trusted adult to talk with about their mental health and stress
• Designated space for quiet time/reflection
• Better education on nutrition, consider healthy cooking class
Securing private and public funding and policy needed to implement health and wellness programs

Instill cohesive cultural school norms that cross over classrooms and teachers

Provide comprehensive sex/healthy relationship education

Teach meditation and stress management

Ask the students what they need and to suggest ideas to improve health

Uniform health education for all grades

Directly address racism, hire more minority staff

More directly address mental health issues with students and parents

More gym time

More health class time and starting in 5th grade

More activity-based lessons

More parental engagement and involvement

Continue Island-grown schools’ curriculum

Recommendations for Improving Physical Health, Mental Health, and/or Substance Use Services

Commit more funding to counseling/mental health, hire therapists to meet need for when guidance and nursing do not have the time to meet the mental health needs, hire more adjustment counselors

More education for students on social media and substance use

Invite parents and community partners to come together so parents can learn about available services

Have discussions with the larger school community versus just in the classroom

Improve referral system for mental health and substance use services

Allow children access to gym or playground before school

Be more proactive than reactive as it relates to student behavioral health

Increase gym, recess, physical activity time

Develop alternatives to being punitive and focusing on discipline

Continue substance abuse discussions into the transition to high school

Keep educators current with resources and professional development

Improve awareness by students, staff, and parents of services and resources available in the school

Improve school safety, add student resource offices

Improve follow through on school related bullying

Have a campaign to reduce the stigma of seeking mental health services and supports
What do you wish your child's/children's school(s) would do to better engage and meaningfully involve parents/guardians in student wellness?

- More parenting classes, workshops, handouts resources for parents to aid active parenting when issues arise
- More open communication and dialogue with parents about mental health, substance use and other sensitive topics, consider a newsletter/email with wellness updates
- Host a health fair
- Provide more detailed information about my child’s challenges
- Provide counseling supports and resources for students and parents
- Ask parents for their opinions on classroom content, child behavior, provide more opportunities for input and/or feedback
- Use social media to let parents know what is going on in terms of wellness
- Share information about what being learned in school so parents can have conversations about the topics at home
- More opportunities for parents to mentor one another and share success stories
- More opportunity to learn strategies for open communication with their children
- More communication with teachers around how the student is doing – both positive and negative academic and social-emotional-behavioral functioning
- Offer meetings at a time parents can attend
- Outline a wellness policy and communicate it to parents

Main Reasons Families Choose Not to Use Mental Health Services Provided in School?

- Worried child could be taken away
- May not feel the school staff are qualified to address the concerns
- Poor communication and follow up by school staff
- Not aware of the services that are available
- Stigma/embarrassment
- Would rather have the issue addressed in a more private/external environment
- Not comprehensive enough – need more intensive treatment services
- Privacy concerns
- Need more welcoming atmosphere in school to be willing to consider
- Services are not offered or there is no follow-up
- Need more counselors to meet the student and family needs – waitlists too long
The small sample size (n=7) for parents and caregivers who completed the Portuguese version of the survey make it difficult to generalize to the broader communities of people who speak Portuguese in Martha’s Vineyard. With that in mind, their responses separate from responses to the English surveys so as not to obscure meaningful distinctions that may exist.

100% of caregivers strongly agree that there is an effective partnership between the school, community, and family around the school welfare within their child(ren)’s school(s).
100% of the caregivers strongly agree or agree that they know how to get health services (for example, school nurse), so their child can receive them at school.

86% of caregivers have used mental health or substance use services provided at school for their child.
100% of caregivers have used mental health or substance use services provided in the community for their child(ren).

Caregivers completing the Portuguese version had mostly similar input to the caregivers completing the English version of the survey. However, they uniquely suggested:

- Increasing the number of lectures and speeches on health and substance use.
- Matching services with the preferences of the student.

Additionally, a majority (86%) of caregivers who completed the Portuguese version reported that their child had use school mental health or substance use services, compared to 19% of caregivers on the English version. However 100% of the caregivers who completed the Portuguese version had never used community mental health or substance use services for their child, compared to 58% of caregivers on the English version.
85% of students agree or strongly agree that student wellness is very important to their school.

92% of students agree or strongly agree that they know how to get health services provided at their school.
66% of students agree or strongly agree that they know how to get individual, group, or family mental health or substance use services provided at their school.

I know how to get individual, group, or family mental health or substance use services provided at my school. (n=276)

77% of students reported that they did not use mental health or substance use services in school.

Have you ever used mental health or substance use services provided in your school? (n=292)
Of students who did receive services in school, 74% found it easy or very easy to receive mental health or substance use services in school.

**How easy was it to receive mental health or substance use services in school? (n=61)**

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<td>57.38</td>
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<tr>
<td>Very Easy</td>
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Of students who did receive mental health or substance use services, 83% were satisfied or very satisfied with these services in school.

**Please rate your satisfaction with the mental health or substance use services that you received in school. (n=59).**

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<tr>
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</table>
**Biggest Wellness Concerns**

- Physical health
- Mental health (depression and anxiety in particular)
- Substance use (juuling/vaping in particular)
- Coping with demands of heavy academic and sports
- Confidentiality concerns
- Cafeteria (quality, quantity, and time allowed for lunch)
- Stress
- Need more counselors
- Desire for more gym/recess time
- Authority not addressing racism, sexism, and offensive/harmful acts within the school

**Wellness Programs/Activities Working Well at School**

- Health Class
- Gym Class
- Guidance
- Athletics (cross country especially)
- Yoga
- Fun Club
- Mental Health
- Recourse Room
- Connect to End Violence
- School Nurse
- LifeSkills
- Mindful Activities
- The Circles Program

**Challenges/Limitations of Current Wellness Programs/Activities at Your School**

- Fear of confidentiality being broken and getting in trouble with parents or legal
- Peer Pressure
- Only one school adjustment counselor
- Lack of awareness of programs
- Limited participation in wellness activities/programs
- Youth report wellness activities not interesting and engaging
- Need more teaching about substance use
- Need coaches and others to address disrespectful, mean, and bullying behaviors
- Need more time for gym
- Need more wellness activities
- Need more funding and personnel for wellness activities and programs
Recommendations for Improving Comprehensive School Wellness in Your School

- Offer group counseling
- Free dental screenings and more low cost or free healthcare programs
- More education on drug subculture
- More assemblies, including sharing personal or first-hand accounts
- More counselors and mental health providers and places to go to distress
- Improve quality, quantity, and variety of food in cafeteria
- Increase focus on mental health (too much on substance use)
- Opportunities to mediate athletic and other peer issues with guidance and coach
- Increase health class to full year
- Add in peer mentoring with high school students mentoring middle school
- More recess and physical activities
- Address bullying
- Increase school clubs
- Teach students about substance use and the long-term effects in grades (6-8)

Recommendations for Improving Physical Health, Mental Health, and/or Substance Use Services

- Advertise the services and talk more about it
- Offer more activities, including sports, clubs
- More gym class and recess
- Help parents to understand what students are experiencing
- Hire more adjustment counselors
- Make more relatable for students
- Make sure all students, especially new students know the guidance counselors
- Be intentional about talking about issues in schools instead of ignoring
- Substance use services for students already abusing
- Later start to school to prevent exhaustion, more breaks, more hands-on work in class to keep students interested and engaged

What could your school do better to include students in improving wellness?

- Have a student advisory board or ambassadors
- Talk more about it and ask for student input
- Make wellness the standard – should be the normal bar
- Add a buddy bench
- Have the older grades vote on school and wellness issues
- Have students be in charge of assemblies
- More seminars and group discussions – not just lectures
What would help a student feel more comfortable in getting MH or Substance Use Counseling?

- Knowing would not get in trouble
- Not going to be judged because others going through same thing
- One on one time with professional
- Meet in anonymous place so everyone doesn’t see you waiting
- Not making a big deal about it (quietly having them leave room with a pass)
- Make sure the guidance counselor gets out to meet the students – teaching classes going to lunchroom so more comfortable if needed
- Make counseling available when needed in school
- Having the principal and deans not involved and giving more privacy to the counselor and student to work together
- Allowing students to set up appointment with counselors
- Being able to bring a friend