

**Forsyth County Schools
2022-2027 Strategic Planning**

Goal Area: Social & Emotional Health

Performance Objective A: Foster healthy digital interactions

Cabinet Leader: Mike Evans

Major Focus/Initiative #2:

- Increase opportunities for adult stakeholders to learn how to foster positive healthy digital interactions.

Performance Measures:

- Parent participation in sessions (in person or virtual) on digital awareness (new baseline); increase in future.

Action & Accountability Planning

Action Steps: First Half of Year (2023-24)

Encourage school / home communication opportunities around digital awareness and internet safety. Task schools with tracking parental involvement at parent nights as well as the number of communications sent home on the various topics.

Action Steps: Second Half of Year (2023-24)

Participate in a Leader Talk to sharing the first semester data with school administrators, encouraging additional information sharing for parents/guardians. Work with core district leadership team to identify additional ways schools can boost attendance during informational nights.

Mid-Year Checkpoint

Though the mid-point of the 2023-34 school year, 31 of the 43 schools (72%) hosted a face-to-face event for their families that had informational sessions around topics of internet safety and digital citizenship. Some of the events were combined within vertical teams, representing multiple schools, while others were individual schools. This number shows a significant increase over the number of events held last year, and already surpassed the year-end total for 2022-23, which was 24 events (56% of schools). 15 schools who held a fall/winter event also have a second event planned in the spring. For the 12 schools who have not held a family event yet, 8 stated they have an event scheduled in the spring, leaving 4 schools with no events planned for the year (a significant decrease from the 19 last year). Reported attendance at events was approximately 480 parents/guardians. On average, compared to the number of events last year, attendance dropped per event (480 ppl for 31 schools in 2023-24 vs 600 ppl for 23 schools in 2022-23).

37 schools (86%) provided information around internet safety, digital citizenship, or technology awareness through social media posts, school and class newsletters, Campus Messenger, and the school website. Some schools shared information monthly while others were more random. Total number of overall communication pieces shared were approximately 112 times, which already surpasses last year's total number of 106.

Year-End Results

Reflection on Results:

**Forsyth County Schools
2022-2027 Strategic Planning**

Goal Area: Social & Emotional Health

Performance Objective B: Expand access to mental health resources and strategies

Cabinet Member: Sarah Taylor

Major Focus/Initiative #1: Provide access to mental health resources and strategies.

Performance Measures: Establish baseline for number of mental health services used; increase in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none"> • Address gaps in services to increase availability to students by type and location • Foster relationships with outside providers to meet identified needs • Secure outside donations and grants for providing mental health supports • Increase the number of Youth Mental Health First Aid & ASIST Trainings • Increase the number of schools that implement Sources of Strength 	<ul style="list-style-type: none"> • Increase the number of schools implementing wraparound services within the school • Increase the number of Youth Mental Health First Aid & ASIST trainings

Mid-Year Checkpoint

July 2023 - January 2024

Performance Measures:

- 24 MOUs for providers in our schools
- 92 Grants given for individual students uninsured/underinsured
- 11 schools have APEX grant providers
- 2 full-time AmeriCorps positions providing trainings around mental health

Action Steps:

- We have increased our outside agency/private practice relationships by 7 providers.
- 6 donations/grants secured: United Way, Title IV Grant, Be Rich Campaign from Browns Bridge Church, Cumming First United Methodist Women, Hinton Foundation, Sources of Strength Grant
- 3 Youth Mental Health First Aid Trainings (30 total participants)
- 1 ASIST Training
- 16 Sources of Strength Schools – 3 elementary schools, 8 middle schools, and 5 high schools

Year-End Results

- 26 MOUs with mental health providers in our schools
- 132 Grants provided for individual uninsured/underinsured students
- 14 APEX grant providers
- 2 full-time AmeriCorps positions provide trainings and support around mental health in schools

- 6 donations/grants secured: United Way, Title IV Grant, Be Rich Campaign from Browns Bridge Church, Cumming First United Methodist Women, Hinton Foundation, Sources of Strength Grant
- 3 Youth Mental Health First Aid Trainings (30 total participants)
- 2 ASIST Trainings
- 4 schools engaging in wraparound supports

Reflection on Results:

In the 2023-2024 school year, FCS made significant progress in improving access to mental health resources and strategies for students and families. Through collaboration and partnerships, we saw a 50% increase in mental health providers agreeing to support students in schools through MOUs (Memorandums of Understanding), bringing our total provider number to 26. These MOUs assist with removing the barrier of transportation that some families face in accessing mental health services by allowing therapists to serve students in schools when necessary.

In further support of students, Forsyth County Schools saw a 33% increase in students served through uninsured/underinsured grant resources to access needed therapy to support their overall well-being. This support was made possible through generous contributions from local organizations such as United Way, Browns Bridge Church, and additional federal grant funding.

Our schools continue to recognize the importance of promoting mental health and well-being among students, and to that end, 16 schools implemented the Sources of Strength program. This evidence-based program is designed to empower students by teaching them various strategies to enhance their personal wellbeing.

Forsyth County Schools provided multiple trainings to staff, families, and community members to better support students' mental health through collaborations with providers who have access to APEX grant funds, Community Connections of Forsyth, and Metro RESA. These trainings include Youth Mental Health First Aid, Applied Suicide Intervention Skills Training (ASIST), restorative practices, and several trainings on supporting students with anxiety both in and out of the classroom.

As FCS continues to grow in designing supports to address the whole child, four schools engaged in wraparound supports initiatives, with two schools working through the Community Schools model to support all facets of a student's wellbeing. These initiatives strive to support the growing need to address non-academic barriers to student learning such as food resources, health and wellness resources, access to scholarships, and increased community connections through a data-driven process. Research continues to show how removal of these barriers supports students' ability to learn and achieve.

These accomplishments highlight Forsyth County Schools' commitment to fostering a supportive and mentally healthy environment for students. By expanding access to mental health resources and strategies, implementing evidence-based programs, and providing essential training opportunities, the district is taking proactive steps to address the wellbeing of its students and promote positive mental health outcomes.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective B: Expand access to mental health resources and strategies

Cabinet Member: Sarah Taylor

Major Focus/Initiative #2: Increase knowledge of wellness strategies for students, staff, and community.

Performance Measures: Establish baseline for the number of mental health-related behavioral referrals; decrease in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none"> ● Increase the number of community mentors within our schools ● Conduct a comprehensive needs analysis around the Total Wellness model to identify areas of need ● Provide community members training in wellness and self-regulation strategies ● Raise awareness of EAP resources through multiple modalities (Leader Talk, Friday Notes, collaboration with Human Resources/ Benefits departments) 	<ul style="list-style-type: none"> ● Provide leaders professional learning around restorative practices when addressing discipline ● Provider leaders professional learning around trauma awareness and supports ● Alignment of supports within the Total Wellness & MTSS framework

Mid-Year Checkpoint

July 2023 - January 2024

Performance Measures:

- Mental Health Referrals = 532 (.96%)
- DFCS reports = 191 (.35%)
- Threat Assessments = 299 (.54%)
- Suicide Ideation Assessments = 343 (.62%)

% Based on total student enrollment during January 2024

Action Steps:

- Number of Community Mentors Trained = 496
- Total Wellness needs assessment identified the following areas as targeted for support:
Students - Intellectual, Emotional, and Relational/Social Wellness
Staff – Emotional, Occupational, and Financial Wellness
- EAP resources referenced in September Leader Talk
- August 2023 provided wellness & self-regulation strategies to community members at the 2nd Annual Incubator Conference
- August 2023 provided a training for parents of students with disabilities in wellness and self-regulation strategies for central vertical schools
- Participation in Vertical Team Parent University at Lambert/ Sharon ES (Vaping/ Drug Awareness through Drug Council)
- Love and Logic Parent Training at Brandywine through partnership with The Place

- Presented to all K-12 counselors on building their DBT Toolbox to support their work with students and themselves
- Presented to all K-12 counselors on the role of the Mental Health Facilitator, how to make referrals for student support, and referral and support options for staff (therapists, EAP program)

Year-End Results

Performance Measures:

- Mental Health Referrals = 862 (1.5%)- (2022-23 school year = 1.66%)
- DFCS reports = 328 (.59%)- (2022--23 school year = .81%)
- Threat Assessments = 483 (.87%)- (2022-23 school year = .58%)- intensified training and reporting
- Suicide Ideation Assessments = 414 (.74%)- (2022-23 school year = .97%)

% Based on total student enrollment during May 2024

Action Steps:

- Number of Community Mentors Trained = 522
- Total Wellness needs assessment identified the following areas as targeted for support:
Students - Intellectual, Emotional, and Relational/Social Wellness
Staff – Emotional, Occupational, and Financial Wellness
- EAP resources referenced in September Leader Talk, provided through Friday Notes throughout the year
- August 2023 provided wellness & self-regulation strategies to community members at the 2nd Annual Incubator Conference
- August 2023 provided a training for parents of students with disabilities in wellness and self-regulation strategies for central vertical schools
- Participation in Vertical Team Parent University at Lambert/ Sharon ES (Vaping/ Drug Awareness through Drug Council)
- Love and Logic Parent Training at Brandywine through partnership with The Place
- Presented to all K-12 counselors on building their DBT Toolbox to support their work with students and themselves
- Presented to all K-12 counselors on the role of the Mental Health Facilitator, how to make referrals for student support, and referral and support options for staff (therapists, EAP program)
- 37 schools hosted at least 1 community event around student wellness and/or mental health in concert with district staff members or school-based student support staff (topics included mindful breathing, Smart Parenting in the age of Smartphones, drug and alcohol addiction, promoting resiliency, internet safety, school/home balance, therapeutic supports in the community, ways to incorporate language and systems used at school into home for consistency)
- Student Support Department partnered with Christi Thompson to offer Integrated Trauma training overview to Administrators and 2-day training to Student Support Staff
- MTSS, PBIS, and Prevention staff met to begin the alignment of resources and supports for schools and students
- 4 schools participated in restorative practices work with Metro RESA

Reflection on Results:

In the 2023-24 school year, Forsyth County Schools made significant strides in advancing wellness strategies for students, staff, and the broader community. This initiative, aligned with the district's Social & Emotional Health objectives, focused on expanding knowledge and access to wellness resources. Using the Total Wellness model and aligning with the MTSS framework, the district achieved measurable progress.

Performance data highlights key successes. Mental health referrals decreased from 1.66% of student enrollment in 2022-23 to 1.5%. DFCS reports dropped from 0.81% to 0.59%, while suicide ideation assessments fell from 0.97% to 0.74%. Although threat assessments rose from 0.58% to 0.87%, this reflects more accurate reporting and intensified training. Additionally, the number of community mentors trained increased from 496 at mid-year to 522 by year-end, showcasing growth in community support.

Key initiatives throughout the year emphasized training, awareness, and community engagement. Over 500 community mentors were trained to support schools, and leaders received professional learning on trauma awareness, restorative practices, and wellness strategies. Specialized sessions, such as Dialectical Behavioral Therapy (DBT) training for K-12 counselors and integrated trauma training for student support staff, further enhanced expertise. Parents and community members benefited from targeted events, including the 2nd Annual Incubator Conference where members of Student Support presented sessions on vaping, drug awareness, and self-regulation strategies. Collaborations with organizations such as The Place of Forsyth County facilitated "Love and Logic Parent Training," providing additional resources to families.

Schools hosted wellness-focused events in 37 locations, covering topics such as mindfulness, resiliency, internet safety, and therapeutic supports. These efforts were complemented by a Total Wellness needs assessment that identified intellectual, emotional, and relational/social wellness as key priorities for students and emotional, occupational, and financial wellness for staff. Throughout the year, Employee Assistance Program (EAP) resources were actively promoted through leadership talks and communications, ensuring ongoing support.

These efforts had a tangible impact. The reduction in suicide ideation assessments and DFCS reports reflects improved early intervention and support mechanisms for students. The increase in community mentor training and school-based events underscores stronger collaboration between schools and the community. Meanwhile, the rise in threat assessments demonstrates improved identification and documentation of risks, enabling timely responses. By aligning supports across frameworks like MTSS and PBIS, Forsyth County Schools has laid a strong foundation for continued progress in promoting wellness and resilience district-wide.

**Forsyth County Schools
2022-2027 Strategic Planning**

Goal Area: Social & Emotional Health

Performance Objective C: Promote respect, wellness, and balance for staff and students

Cabinet Member: Sarah Taylor

Major Focus/Initiative #1: Establish a safe and supportive learning environment.

Performance Measures: Establish baseline for the number of behavioral referrals; decrease in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none">• Develop and implement professional learning for effective classroom management (Title: Classroom Behavior Solutions)• Implement age-appropriate counseling lessons that support the Core Counseling Competencies and GaDOE Health Standards• Increase the number of schools implementing PBIS with fidelity• Continue professional learning for Tier 2 & 3 Behavior supports• Establish MTSS collaboration times to support school-based staff with specific student behavior needs	<ul style="list-style-type: none">• Provide leaders professional learning around restorative practices when addressing discipline• Schools will have students complete the GaDOE school health surveys• Administrators will be provided training to ensure all behavioral referrals are coded correctly

Mid-Year Checkpoint

July 2023 - January 2024

Performance Measures:

- 6714 (12.15%) behavior referrals
(% Based on total student enrollment in January 2024)

Action Steps:

- 163 staff participated in Classroom Behavior Solutions that covered the impacts of development, trauma, basic behavior concepts, engagement, relationship building, and specific classroom management strategies
- Elementary Counseling group aligning Core Counseling Competencies and GaDOE Health Standards
- 90% of elementary school counselors have presented lessons from the district resource list, in addition to the required Think First Stay Safe lessons
- At the middle school level, counselors have delivered 1,575 classroom lessons related to academic, student wellness, and career-based topics
- Fall results on the Tiered Fidelity Inventory (TFI) indicate for PBIS schools:
- 13 Elementary schools are implementing Tier 1 PBIS with 79% fidelity (70% is considered fidelity), and Tier 2 implementation is at 63%
- 7 Middle School are implementing Tier 1 practices at 81% and Tier 2 supports is at 55%

- 5 High School are implementing Tier 1 practices is at 74% and Tier 2 supports is at 60%
- Trained 5 additional school teams for PBIS in the Fall for a total of 30 schools
- 15 PBIS schools have received PBIS Classroom Systems Training
- Tier 2 School PBIS Coaches meetings (10 PBIS schools implementing Tier 2 Supports)
- 58 administrators trained on Spotlight which is a new platform that provides data visualization to analyze current behavior trends.
- The School Based Behavior Committee held 3 meetings thus far this year with a combination of special education staff, PBIS coaches, and MTSS Leads attending. Concepts addressing motivation in the classroom, direct instruction of social emotional skills, and function-based intervention planning.
- The fall DCD for building based MTSS Leads included a session on the basics of behavior and how the classroom and intervention can have a positive impact on behavior improvement for students
- MTSS Admin Team Collaborations occurred via the TEAMS platform with 10 school teams regarding tiered interventions and supports
- Virtual Lunch and Learn Sessions focused on Social Emotional Behavior interventions were provided 3 times

Year-End Results

Performance Measures:

- 11,199 (20.25%) behavior referrals (2022-23 results 17.26%)
(% Based on total student enrollment in January 2024)

Action Steps:

- 163 staff participated in Classroom Behavior Solutions that covered the impacts of development, trauma, basic behavior concepts, engagement, relationship building, and specific classroom management strategies
- Elementary Counseling group aligning Core Counseling Competencies and GaDOE Health Standards
- 90% of elementary school counselors have presented lessons from the district resource list, in addition to the required Think First Stay Safe lessons
- At the middle school level, counselors have delivered 1,575 classroom lessons related to academic, student wellness, and career-based topics
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- Trained 5 additional school teams for PBIS in the Fall for a total of 30 schools
- 15 PBIS schools have received PBIS Classroom Systems Training
- Tier 2 School PBIS Coaches meetings (10 PBIS schools implementing Tier 2 Supports)
- 58 administrators trained on Spotlight which is a new platform that provides data visualization to analyze current behavior trends.
- The School Based Behavior Committee held 4 meetings this year with a combination of special education staff, PBIS coaches, and MTSS Leads attending. Concepts addressing motivation in the classroom, direct instruction of social emotional skills, and function-based intervention planning.
- The fall DCD for building based MTSS Leads included a session on the basics of behavior and how the classroom and intervention can have a positive impact on behavior improvement for students
- MTSS Admin Team Collaborations occurred via the TEAMS platform with 10 school teams regarding tiered interventions and supports, MTSS Admin Team conducted 24 building-based visits to support school teams with data-driven decision making to implement behavior interventions
- Virtual Lunch and Learn Sessions focused on Social Emotional Behavior interventions were provided twice thus far this year
- MindSet Safety Management certification and recertification classes have been attended by over 667 staff thus far this school year to learn preventative strategies for a safe and supportive learning environment
- 4 schools participated in restorative practices workshop (total of 30 staff)

- Safety Department met with discipline leads on a regular basis to support accuracy in disciplinary/behavior coding
- 37,874 students participated in the Georgia Health Survey (11,124 elementary students; 26,750 secondary students)
- Over 60% of elementary students taking the Georgia Health Survey (grades 3-5) responded favorably (always or often) on all 11 questions. Highest favorable responses were from the questions “There is an adult at my school who will help me if I need.”, “My school wants me to do well.”, and “My school has clear rules for behavior”. Elementary students note “Students in my class behave so teachers can teach.” with a 55.3% response of always or often.
- At the secondary level, over 83% of students taking the Georgia Health Survey responded favorably (somewhat or strongly agree) to school connectedness questions such as “I feel successful at school.”, “I feel connected to others at school”, and “Students at my school treat each other with respect”. Over 78% of secondary student respondents agree with the statement “The behaviors in my classroom allow the teacher to teach so I can learn”.

Reflection on Results:

Forsyth County Schools continues to place an emphasis on promoting respect, wellness, and balance for both staff and students by creating a safe and supportive learning environment. This effort focuses on reducing behavioral referrals and enhancing the emotional and behavioral health climate across schools. Year-end results demonstrated progress in several areas but also highlighted opportunities for further improvement. For example, behavioral referrals increased to 11,199 (20.25% of the student population), up from 17.26% in the previous year, pointing to a need for continued emphasis on behavioral supports. On a positive note, the Georgia Health Survey revealed encouraging student perspectives: over 60% of elementary students felt supported and acknowledged clear school rules, while more than 83% of secondary students expressed feelings of connectedness, success, and mutual respect among peers.

Several key action steps contributed to fostering this environment. Professional development played a vital role, with 163 staff members receiving training on trauma-informed care, behavior management, and relationship building. Additionally, 58 administrators were trained to use the Spotlight platform, which provides data visualization to analyze behavior trends. In counseling efforts, 90% of elementary counselors implemented lessons aligned with Core Counseling Competencies and required resources, while middle school counselors delivered 1,575 lessons focusing on academic success, wellness, and career exploration.

PBIS (Positive Behavioral Interventions and Supports) continued to expand with 5 schools beginning implementation this year, bringing the total to 30 schools participating. Thirteen elementary schools achieved 79% fidelity for Tier 1 implementation and 63% for Tier 2. Similarly, seven middle schools and five high schools showed substantial fidelity improvements in implementing Tier 1 and Tier 2 practices. Moreover, staff at 15 schools were equipped with strategies through PBIS Classroom Systems Training while others participated in virtual Lunch and Learn sessions on social-emotional behavior interventions. Restorative practices were introduced to four schools, with 30 staff members participating in workshops to address discipline through a more supportive lens. Over 660 staff also earned certifications in MindSet Safety Management, emphasizing proactive measures for safety and prevention.

Collaboration and accountability efforts were integral to these achievements. School-based behavior committees convened to explore motivational strategies, social-emotional skills instruction, and function-based intervention planning. Additionally, MTSS (Multi-Tiered System of Supports) teams facilitated tiered intervention discussions with school teams and provided building-based support for behavior improvement strategies. These collaborative efforts ensured that interventions were data-driven and effectively targeted.

Despite these successes, the rise in behavioral referrals highlights the need for continuous improvement. Moving forward, the district plans to expand restorative practices, enhance PBIS fidelity at all levels, and refine interventions based on behavior trend data from the Spotlight tool. By leveraging insights from student surveys and focusing on

targeted improvements, Forsyth County Schools aims to create an environment where students feel safe, connected, and empowered to succeed.

**Forsyth County Schools
2022-2027 Strategic Planning**

Goal Area: Social & Emotional Health

Performance Objective C: Promote respect, wellness, and balance for staff and students

Cabinet Member: Sarah Taylor

Major Focus/Initiative #2: Implement strategies to support staff morale and wellness.

Performance Measures: Increase the percentage of retained staff by 3% of the gap.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none">• Partner with community resources to support staff mental health and wellness• Provide ongoing Mindfulness / Mindful Breathing Program and Crucial Conversations training to staff• Provide professional learning to leaders focusing on staff support strategies• Develop monthly wellness calendar for district staff• Raise awareness of Mental Health Facilitator as resource for connecting staff to mental health supports as needed	<ul style="list-style-type: none">• Principals will conduct staff surveys to monitor staff morale and their support as leaders• Provide ongoing Mindfulness and Crucial Conversations training to staff

Mid-Year Checkpoint

July 2023 - January 2024

Performance Measure:

- Final Retained Rate for 2023 = 92.97%
- Goal 2024: 93.18%

Action Steps:

- Partnered with local practice to ensure VIP scheduling of staff members (accepting all insurance plans offered by school district)
- 284 staff trained in Mindfulness during the 2023-2024 school year
- 95 staff members were recertified in Mindfulness
- 16 staff wellness classes offered for district employees
- 140 staff trained in Crucial Conversations
- November 2023 presented to elementary principals and during Leader Talk on Mindfulness and how it supports staff wellbeing
- Monthly District Wellness Calendar established (posted September-January)
- 42 staff members contacted Mental Health Facilitator for resources
- Provide on-site referrals for staff members when responding to crises at our local schools

Year-End summary

Performance Measure:

- Final Retained Rate for 2024 = 94.25%
- Goal 2024: 93.18%

Action Steps:

- Mental Health Facilitator partnered with local therapeutic practice to ensure VIP scheduling of staff members (accepting all insurance plans offered by school district)
- Provide on-site referrals for staff members when responding to crises at our local schools
- 505 staff trained in Mindfulness during the 2023-2024 school year (905 across 2 years)
- 95 staff members were recertified in Mindfulness
- 32 staff wellness classes offered for district employees
- 140 staff trained in Crucial Conversations
- November 2023 presented to elementary principals and during Leader Talk on Mindfulness and how it supports staff wellbeing
- Monthly District Wellness Calendar established (posted September-May)
- Human Resources Department support of staff financial wellness through "The Millionaire & Me: A Teacher's Guide to Becoming a Millionaire!" with Dr. Steve Frandsen
- 47 staff members contacted Mental Health Facilitator for resources
- 38 schools provided additional surveys to staff to monitor staff morale throughout the school year
- Mindfulness Coordinator and Mindfulness Facilitator engaged in individualized trainings at schools upon request

Reflection on Results:

Forsyth County Schools has made significant strides in promoting respect, wellness, and balance for staff as part of its 2022–2027 Strategic Plan. For the 2023–2024 school year, efforts to enhance staff morale and well-being were central to increasing staff retention. Key achievements included training 505 staff members in Mindfulness practices, bringing the two-year total to 905, and recertifying 95 staff in these techniques. Additionally, 140 employees received Crucial Conversations training, equipping them with essential skills to navigate high-stakes discussions constructively and foster stronger professional relationships. This training played a pivotal role in reducing workplace stress and supporting a collaborative culture.

Wellness initiatives extended beyond training. A monthly District Wellness Calendar, maintained from September through May, highlighted wellness activities and resources. The district also offered 32 wellness classes and provided on-site referrals to staff in crisis, ensuring immediate support. Mental health resources were further strengthened through partnerships with local therapeutic practices, offering VIP scheduling for staff members. This initiative, coupled with the support of the Mental Health Facilitator, connected 47 staff to vital mental health resources during the year. During Financial Wellness month in January the Human Resources Department supported staff financial wellness by hosting a workshop with Dr. Steve Frandsen, "The Millionaire & Me: A Teacher's Guide to Becoming a Millionaire!" in efforts to ensure our staff understands the benefits available to them as it relates to financial planning.

To monitor and respond to staff needs, schools conducted individualized staff morale surveys, using feedback to tailor interventions to the adults in their buildings. Leadership training also emphasized wellness, with sessions for elementary principals and all school leaders during system-wide Leader Talk in November 2023 focusing on mindfulness as a tool to enhance staff well-being. These efforts underscore the district's commitment to fostering a supportive work environment, and contributed to the overall staff retention rate of 94.25%, surpassing the goal of 93.18%.

Moving forward, the district plans to expand training opportunities, deepen insights through more comprehensive morale surveys, and further integrate mindfulness practices into school culture. By continuing to prioritize communication skills, mental health accessibility, and wellness programming, Forsyth County Schools remains dedicated to creating a balanced and supportive workplace environment.