

2021 Healthy Active Children Progress Report / School Mental Health Policy Report

Type of Public School Unit

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

- Local Education Agency (LEA)
- Innovative School (ISD)
- Charter School
- Regional School
- Laboratory School

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

In accordance with North Carolina SL 2019-245 and SL 2020-7 and with State Board of Education Policy SHLT-003, each K-12 school unit (a local administrative unit, a charter school, a regional school, an innovative school, or a laboratory school) is required to upload a copy of their School Mental Health Improvement Plan and answer the questions in this section.

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

* 47. Please provide your contact information.

First Name

Last Name

Title

Address

City

Zip Code

Email Address

Phone Number

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School Mental Health Policy Report

In accordance with North Carolina SL 2019-245 and SL 2020-7 and with State Board of Education Policy SHLT-003, each K-12 school unit (a local administrative unit, a charter school, a regional school, an innovative school, or a laboratory school) is required to upload a copy of their School Mental Health Improvement Plan and answer the questions in this section.

* 48. 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.

The allowable file types are PDF, DOC, DOCX, PNG, JPG, JPEG, or GIF.

ChooseFile

ChooseFile

No file chosen

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

- YRBS (Youth Risk Behavior Survey)
- Annual School Health Services Report
- PowerSchool Data
- Say Something App 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
- Racial Equity Report Card Data
- Other (please specify)

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

- Yes
- No

* 51. 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?

	Yes	No
Youth Mental Health	<input type="radio"/>	<input type="radio"/>
Suicide Prevention	<input type="radio"/>	<input type="radio"/>
Substance Abuse	<input type="radio"/>	<input type="radio"/>
Teenage Dating Violence	<input type="radio"/>	<input type="radio"/>
Child Sexual Abuse Prevention	<input type="radio"/>	<input type="radio"/>
Sex Trafficking Prevention	<input type="radio"/>	<input type="radio"/>
Adult Social Emotional Learning/Mental Wellness	<input type="radio"/>	<input type="radio"/>

* 52. Does your plan address early intervention for mental and social-emotional health, including:

Yes

No

Processes for identifying students who are experiencing and/or are at risk of developing SEL and/or mental health issues at school

Annual review of the PSU's policies, procedures, and/or practices for crisis intervention

Identification of methods for strengthening the PSU's response to mental and social-emotional health and substance use concerns in the school setting, including the role of crisis intervention teams

Annual review of the PSU's discipline policies and practices

Identification of strategies to avoid over-reliance on suspension or expulsion in the discipline of students with identified mental and social-emotional health or substance use concerns

Inclusion of PSU in the local community emergency preparedness plan

* 53. 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:

	Yes	No
Strategies to improve access to school and community-based services for students and their families, e.g., by establishing arrangements for students to have access to licensed mental health professionals at school	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>
Formalized protocols for transitioning students to school following acute/residential mental health treatment	<input type="radio"/>	<input type="radio"/>

* 54. 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?

- Yes
- No

Among these specialized instructional support personnel positions that are licensed through NCDPI, school social workers are permitted to practice with varying degree levels. Please answer the next two questions to provide information about the licensed school social workers in your PSU.

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

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

* 57. 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)

Local Mental Health Service Provider

Other (please specify)

None of the above

* 58. 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.

Students

Families

Community Service Providers

County/City Agencies

Faith-Based Organizations

Professional Associations

University/College

Other (please specify)

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End of Survey

Please click Done to submit your answers.

Thanks for all you do!