

# 2024 School Mental Health Policy Report

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Start of Block: Default Question Block

Q1 On behalf of which type of school/district are you providing information?

- Local Education Agency
- Charter School
- Regional School
- Laboratory School

**Select your SBE Region and PSU.**

SBE Region

PSU

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Q22 Provide the following contact information.

- First Name \_\_\_\_\_
- Last Name \_\_\_\_\_
- Title/Position \_\_\_\_\_
- Work Email Address \_\_\_\_\_
- Work Phone Number \_\_\_\_\_

Q62 [School-Based Mental Health Policy Report](#)

Q63 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.

Q64 Upload a copy of the school-based mental health plan adopted in the unit for the 2024-2025 school year, including the mental health training program and suicide risk referral protocol. The allowable file types are PDF, XLSX, DOC, DOCX, PNG, JPG, JPEG, or GIF. (If you need assistance combining files into one file for upload, please contact Les Spell at les.spell@dpi.nc.gov.)

Q65 What data sources did you use to help identify priorities? (Select all that apply.)

- Youth Risk Behavior Survey (YRBS)
  - Annual School Health Services Report
  - PowerSchool Data
  - Say Something App Data
  - School Health Assessment and Performance Evaluation (SHAPE)
  - 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)
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Q66 Does your 2024-2025 plan address universal promotion of mental and social-emotional wellness and prevention through core instruction, curriculum, and school environment?

- Yes
- No

Q67 Please describe at least two universal promotion of mental and social-emotional wellness and prevention activities in your 2024-2025 plan.

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Q69 To what extent did your PSU address universal promotion of mental and social- emotional wellness and prevention through core instruction, curriculum, and school environment in the 2023-2024 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q70 This space is for optional comments regarding the previous question.

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Q71 Does your 2024-2025 [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"/>

Q72 To what extent did your PSU address mental health training programs provided to school employees addressing the topics of youth mental health, suicide prevention, substance abuse, teenage dating violence, child sexual abuse prevention, sex trafficking prevention, and adult social-emotional learning/mental wellness in the 2023-2024 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q73 This space is for optional comments regarding the previous question.

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Q74 Does your 2024-2025 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	<input type="radio"/>	<input type="radio"/>
Annual review of the PSU's policies, procedures, and/or practices for crisis intervention	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>
Annual review of the PSU's discipline policies and practices	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>
Inclusion of PSU in the local community emergency preparedness plan	<input type="radio"/>	<input type="radio"/>

Q75 To what extent did your PSU address early intervention for mental and social-emotional health in the 2023-2024 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q76 This space is for optional comments regarding the previous question.

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Q77 Does your 2024-2025 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"/>

Q78 To what extent did your PSU address how students in need will access and transition within and between school and community-based mental health and substance use services in the 2023-2024 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q79 This space is for optional comments regarding the previous question.

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Q80 Does your 2024-2025 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

Q81 To what extent did your PSU address improving staffing ratios for licensed specialized instructional support personnel such as counselors, school nurses, school psychologists, school social workers, and school occupational therapists in the 2023-2024 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q82 This space is for optional comments regarding the previous question.

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Q83 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? (Select all that apply.)

- Local Management Entity/Managed Care Organization (LME/MCO)
  - Local Mental Health Service Provider
  - Other (please specify)
- 
- None of the above

Q84 To what extent did your PSU address establishing/maintaining Memorandums of Understanding (MOUs) with mental health and substance use providers regarding respective roles and relationships on coordination of referral, treatment, and follow-up for individual students in need of services in the 2023-2024 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q85 This space is for optional comments regarding the previous question.

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Q86 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? (Select all that apply.)

- Students
- Families
- Community Service Providers
- County/City Agencies
- Faith-Based Organizations
- Professional Associations
- University/College
- Other (please specify) \_\_\_\_\_

Q87 To what extent did your PSU address engaging stakeholders 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 in the 2023-2024 school year?

- Fully addressed
- Somewhat addressed
- Not addressed



Q88 This space is for optional comments regarding the previous question.

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Q91 Do you have a signs of abuse display in a high traffic area of every school that has grades 6-12?

- Yes
- No
- In process

Q92 To what extent did your PSU address displaying signs of abuse in a high traffic area of all 6–12 schools in the 2023-2024 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q93 This space is for optional comments regarding the previous question.

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Q94 How do you plan to distribute the signs of abuse document to students in grades 6-12 in the 2024-2025 school year? (Select all that apply.)

- Paper document
- Electronic document with record of acknowledgment
- Handbook document with record of acknowledgment
- Other (please specify) \_\_\_\_\_

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Q95 To what extent did your PSU address providing a document to all students in 6–12 schools in the 2023-2024 school year?

- Fully addressed
- Somewhat addressed
- Not addressed

Q96 This space is for optional comments regarding the previous question.

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Q89 What supports does your PSU need to improve compliance with the School Mental Health Policy and improve outcomes for students?

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Q90 **End of Survey**

End of Block: Block 1

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