



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

PSU School Mental Health Plan (per NC SBOE Policy [SHLT-003](#))

It is strongly recommended that a local needs assessment and resource mapping be conducted before completing the SMH plan below. Completion of the [SHAPE Quality Assessment](#) and/or use of the [needs assessment](#) and [resource mapping](#) tools on the [NCDPI SEL and Crisis Response Practice Guide](#) will provide the data needed for the targeted improvement planning below. PSUs whose District MTSS teams have completed the Core SEL Practices course and developed a Core SEL implementation plan around instruction, curriculum, and environment will be well situated to develop a compliant local improvement plan for promoting student health and well-being.

PSU Compelling Why & Vision for SEL and School Mental Health Improvement:

We are committed to promoting mental wellness and social-emotional growth through safe, inviting, and empowering learning environments—laying the foundation for academic achievement and lifelong well-being.

Content Questions	Description/ Action Items/ Status	Person(s) Responsible & Timeline
<p>What data did you use to determine your strengths & needs?</p> <p>Describe what your strengths & needs are.</p> <p>(examples of data: FAM-S, YRBS, School Health Services Report, Healthy Active Children Report, PowerSchool/Infinite Campus, Say Something, SHAPE, ECATS, District Report Cards)</p>	<p>TCS (Transylvania County Schools) utilizes data from Infinite Campus, Say Something, Gaggle, SHAC (Student Health Advisory Committee), the SHAPE assessment, TCS Strategic Plan and monthly data reported by TCS Student Services Staff.</p> <p>The <u>strengths</u> of TCS include:</p> <ul style="list-style-type: none">*Many of the components in the required School Mental Health Plan are already in place within our district.*TCS has a long standing and well established partnership with Blue Ridge Health which provides on site mental health clinicians to all 9 schools.*Over 50% of the student support staff employed by TCS hold dual	<p>TCS Student Support Staff (Monthly)</p> <p>Student Services Director, School Administrators, Exceptional Children Director (Weekly)</p>

	<p>licensure in both clinical mental health and school counseling, enabling us to deliver services through multiple, integrated lenses of practice for a more dynamic and comprehensive approach to student support.</p> <p>The <u>needs</u> of TCS include:</p> <p>*TCS would like to establish at least one more partnership with a mental health agency within the 2025-2026 school year to increase student access capacity.</p> <p>*TCS staff consistently report a need for more training in addressing students behaviors related to mental health in the classroom.</p>	
<p>What are your existing PSU SEL/ MH prevention initiatives through instruction, curriculum, and environment?</p> <p>*May Refer to your Social, Emotional, and Behavioral (SEB) Plan (examples: MTSS, trauma-informed schools, restorative practices, character education, WSCC framework, bullying prevention, etc.)</p>	<p>TCS has several existing mental health initiatives including:</p> <ul style="list-style-type: none"> • Partnership with North Carolina Center for Resiliency at two schools to increase educator awareness and knowledge around addressing student behaviors. The Center for Resiliency will work directly with teachers to address student behaviors. • Reoccurring monthly character development lessons for elementary students delivered by Student Support Staff • Student Mentor programs at both high schools • Olweus Bullying Prevention Program beginning Spring 2026 at all 9 TCS schools • Tier 2 & Tier 3 support at all 9 TCS schools which includes individual student interventions and student need specific groups • Staff Training in Responsible Centered Discipline for all staff during the 2025-2026 school year • Student Behavior Intensive Programs at one elementary school and one middle school for students with the most severe behaviors in the district • Staff training on supporting students with Autism offered in August 2025 to all TCS staff 	<p>TCS Teachers, North Carolina Center for Resiliency, Chief Academic Officer, Director of Student Services, Director of Exceptional Children Services</p>
<p>How are you building and aligning infrastructure?</p> <p>What is your training plan? (May be listed in this section or as</p>	<p>TCS will:</p> <ul style="list-style-type: none"> • Implement the 25-26 School Mental Health Training Plan • Continue Partnership with North Carolina Center for Resiliency • Continue providing training on supporting students with Autism • Train two educators from each school to become a Olweus Bullying Prevention Program Lead 	<p>Director of Student Services 2025-2026 school year</p>

<p>an appendix/linked document)</p> <p>Do you have a suicide risk referral protocol? (Must be an appendix/linked document)</p> <p>Are you increasing SISP staffing ratios? If so, how?</p> <p>What relevant stakeholders are engaged in SMH work to strengthen SEL and SMH prevention?</p>	<ul style="list-style-type: none"> • Partner with NC Pals to provide continuing education and case analysis for student support staff • Continue to provide high quality continuing education on relevant SISP topics such as evidence based suicide prevention methods. <p>Transylvania County Schools Suicide Risk Protocol</p> <p>TCS does not plan at this time to increase SISP staffing ratios due to budget constraints.</p> <p>Relevant Stakeholders engaged with TCS:</p> <ul style="list-style-type: none"> • NC PALS • Blue Ridge Health • Blue Ridge Health MOU • TC Strong • CARE Coalition • North Carolina Center for Resilience and Learning • Spark Point • Transylvania County Sheriff's Department 	
<p>How do you collect data for the SISP annual report?</p> <p>How is the data monitored?</p>	<p>Data Collection: Data is collected monthly from all SISP staff members through a google form that is submitted to the Director of Student Services</p> <p>Data Monitoring: Data is monitored on a monthly basis by Director of Student Services</p> <p>Monthly SISP Data Collection Form</p>	<p>All TCS SISP staff</p>
<p>How do you align SEL & SMH with academic objectives?</p> <p>NC SEL Standards Mapping Documents</p> <p>Webinar Series Recordings: Integrating SEL into the Content Areas</p>	<p>In TCS, all students in grades K-12 participate in a morning meeting/daily check in with their teacher prior to beginning instruction.</p> <p>All TCS educators take a student centered approach when providing instruction and differentiate based on individual student needs.</p> <p>In the 2025-2026 school year, all TCS schools will be working under the framework of Responsible Centered Discipline and beginning</p>	<p>All TCS Educators, SISP staff, Director of Student Services</p>

Aligning SEL and Academic Objectives Aligned SEL Sample Lesson Plan	<p>implementation for Olweus Bullying Prevention Program.</p> <p>Responsible Centered Discipline Olweus Bullying Prevention</p>	
<p>How are you incorporating physical activity into the classroom?</p> <p>Describe by grade categories of elementary, middle, & high school.</p>	<p>Physical activity is incorporated into the classroom at all school levels.</p> <p>Elementary: Elementary students receive 30 minutes of recess each day and a minimum of physical education two times a week. In addition, students participate in classroom energizers which include programs like Go Noodle.</p> <p>Middle: Middle School students receive 45 minutes of physical education daily, walking transitions before and after classes, students who are interested can also participate in JROTC on a quarterly basis.</p> <p>High: All 9th graders in TCS are enrolled in 9th grade Health&PE, have access to several different physical education electives including JROTC, Advanced PE and Weight Training, participate in walking transitions before and after class, as well as have the opportunity to participate in student enrichment clubs that involve movement.</p>	<p>TCS Administrators</p> <p>TCS Educators</p> <p>Chief Academic Officer</p>
<p>How will you evaluate your SMH efforts?</p> <p>Create SEL/ MH Data Evaluation Plan</p> <p>School Mental Health Quality Guide: Screening</p> <p>MTSS Assessment Guidelines</p>	<p>TCS will evaluate SMH efforts by analyzing SISP data that is completed on an annual basis. By looking at numbers of completed classroom lessons, small group instruction, number of students receiving individual mental health support, we will be able to see trends and growth/decline patterns.</p>	<p>SISP staff and Student Services Director</p>
<p>What are your SMH efforts for early intervention?</p>	<p>Due to the Parents Bill of Rights, universal screeners are difficult to complete due to parent opt-ins being required.</p>	<p>SISP staff and Student Services Director Annually</p> <p>School Resource Officer,</p>

<p>How do you identify:</p> <ul style="list-style-type: none"> • students who are at risk of developing SEL and/or mental health issues at school, and • students experiencing SEL and/or mental health issues at school? <p>How do you provide intervention for at-risk or struggling students?</p> <p>Describe the annual review of:</p> <ul style="list-style-type: none"> • crisis intervention policies, practices, and personnel, • discipline policies, practices, and personnel; involvement in local community emergency preparedness plan. <p>Describe any other efforts.</p> <p>MTSS Module 2.4 Develop a Behavior/ Social-Emotional and Attendance Component to System of Interventions</p>	<p>Identification:</p> <p>To identify students who may be at risk of developing mental health needs, SISP staff review the most at risk populations first which include students identified as McKinney Vento, Foster Care, chronically absent students, students with prior long term suspensions or more than 3 office referrals, students who have preexisting behavior intervention plans, students with prior suicide assessments, students who have experienced mental health crises requiring hospitalization, students with incarcerated parents, and students in the MTSS Tier 2 or Tier 3 level.</p> <p>Interventions:</p> <p>Each student receives an individualized approach when providing interventions. This may look like 1:1 meetings with SISP staff, being placed in a small group with other students dealing with the same problems and receiving instruction from SISP staff, receiving whole class instruction, receiving a referral for mental health services by Blue Ridge Health, receiving a mentor which may be an older peer at school, or being placed on a behavior support plan. All of these services would only be provided once parents/guardians give consent.</p> <p>Annual Review:</p> <p>SISP staff will meet annually to review all crisis intervention protocols, practices, and requirements prior to students returning from summer break.</p> <p>The Principal, School Safety Director, Lieutenant of School Resource Officers, School Resource Officer, and IT Director meet annually to review emergency preparedness plans at each school. Tactical Site Surveys are also completed on an annual basis with the school safety team at each school.</p> <p>Resources Utilized:</p> <p>MTSS K-5 Behavior MTSS 6-12 Behavior</p>	<p>Lt. of School Resource Officer, School Safety Director, IT Director Annually</p>
<p>What are your SMH efforts for treatment, referral, and re-entry?</p> <p>How do you improve:</p>	<p>Improving Access:</p> <p>TCS has a well established relationship with Blue Ridge Health Services. Blue Ridge Health currently provides four therapists who work within TCS. SISP staff are able to make direct referrals with parent consent for</p>	<p>SISP Staff, Student Services Director, Parents, Community based clinicians, teachers, school</p>

<ul style="list-style-type: none"> • access to school-based and community-based services for students and their families? • transitions between and within school and community-based services? • protocol for students re-entering school following acute/residential mental health treatment? <p>Describe any other efforts.</p>	<p>students to receive services from Blue Ridge Health clinicians.</p> <p>TCS also offers community based mental health referrals upon parents request or when a student declines school based services.</p> <p>Community Referrals</p> <p>Transitions: Students who are transitioning between school and community-based services are involved in a meeting prior to school reentry. Involved in those meetings (with parent consent) are the student's therapist, SISP staff, Principal, parent, and teacher. Oftentimes a transition plan is created and shared with those who work with the student. Once a release of information is completed by the student's parent or guardian, SISP staff will have ongoing communication with the student's therapist to continue to support the student's progress. Following a residential mental health treatment stay, students may re-enter on a partial day school plan or may participate in small group instruction with SISP staff.</p> <p>Crisis Support Plan Template FERPA Release of Information</p>	<p>level administration</p> <p>Annually, monthly and on an as needed basis.</p>
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[2025-2026 School Mental Health Training Plan](#)

[Suicide Risk Referral Protocol](#)