



**PSU Improvement Plan for
 Social Emotional Learning (SEL) and School Mental Health (SMH)
 (per NC SBOE Policy [SHLT-003](#))**

Note: 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 by July 1, 2021, per SHLT-003 requirements.

In addition, it is strongly recommended that a local needs assessment and resource mapping be conducted prior to completing the improvement 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.

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

SEL is helpful to both children and adults, increasing self-awareness, academic achievement, and positive behaviors both in and out of the classroom. All students who are given the opportunity to learn skills that will help them deal with challenges that affect them on a personal level will then be better able to navigate the pressures of adult life. It is important to see these (primarily) interpersonal skills in all areas of instruction simply because students will need to be able to access those skills in all aspects of their lives. All SRCA students will be able to utilize social, emotional, and academic skills in order to become resourceful, resilient life-long learners, and citizens of the world. This will be done by providing SEL instruction that will allow students to grow by:

- Becoming self-aware and able to manage their emotions and behaviors.
- Becoming socially- aware and learning to have understanding and empathy for others
- Learn to identify and develop positive relationships.
- Make responsible decisions.

In addition, school leaders will demonstrate their commitment to SEL by rigorously modeling social, emotional and cultural competence in all of their interactions with others.

CORE SEL and Mental Wellness Supports

Content	Action Items/Status	Person(s) responsible & Timeline	Helpful Resources
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<p>SEL and MH Prevention Strengths & Needs</p>	<p>All SRCA students will be able to utilize social, emotional, and academic skills in order to become resourceful, resilient life-long learners, and productive citizens of the community. This will be done by providing SEL instruction that will allow students to grow by:</p> <ul style="list-style-type: none"> • Becoming self-aware and able to manage their emotions and behaviors. • Becoming socially- aware and learning to have understanding and empathy for others • Learn to identify and develop positive relationships. • Make responsible decisions. • Utilizing harmony social and emotional learning in grades 2nd-5th • Utilizing A Little SPOT of Emotional Regulation Curriculum for grades K-1st. <p>In addition, school leaders will demonstrate their commitment to SEL by rigorously modeling social, emotional and cultural competence in all of their interactions with others</p> <p>SEL Needs:</p> <p>Middle and High School is in need of guidance/training to incorporate more SEL activities within the everyday curriculum. This is based on staff observations and requests of additional support for SEL training.</p> <p>MH Strengths utilized:</p> <p>SRCA also participates in the SaySomething Anonymous Reporting System. This is a system that provides students ways to “say something” when they see that a friend or classmate could be in danger of harming themselves or others.</p> <ul style="list-style-type: none"> • Staff Contacts are J. Morgan, B. Reeves, E. Norman, B. Nicholson, and S. Hill) <p>DeEscalation and Crisis prevention Intervention Training Is required every year of all teachers that interact and teach students at all grade levels.</p> <p>Social Skills Groups, Anger management Groups, “How to say no to Drama” groups implemented by school counselors.</p>	<p>School Counselor School Social Worker Administration Teachers Support Staff SRO Officer for Say Something App</p> <p>Timeline: By Beginning of Fall 2023 School Year New Staff and new mental health training implemented by December 2023.</p>	<p>PowerSchool data Say Something App data ECATS MTSS Early Warning System data District Report Card data</p> <p>ASCA Standards https://www.schoolcounselor.org/</p> <p>Harmony SEL https://online3.harmonysel.org/harmony/dashboard</p>
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	<p>Appalachian Community Services: Outpatient Counseling and Mobile Crisis Youth Villages: Intensive In Home Counseling</p> <p>MH Needs: Staff needs mental health training- coming in November Community Outreach mental health resources and agencies needed- Community Data Grief counseling groups, Dealing with medically fragile students/classmates, Crisis or Trauma focused Groups. These needs are based on requests from faculty as well as evidence by staff observations.</p>		
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<p>Describe existing PSU SEL/ MH prevention initiatives</p>	<ul style="list-style-type: none"> • Every school year, at least five guidance lessons are focused on character education. Topic examples are Respect, Kindness, Trustworthiness, etc. • The month of October is recognized as anti-bullying month. Guidance lessons are focused on bullying prevention during this month. Book studies are also implemented on the classroom level. Freshman seminar addresses bullying prevention at the beginning of the school year. • MTSS- Provided to all students but level 2 students are pulled for more intensive support. 1st grade intervention classroom with 1/10 teacher ratio. Intervention assistant to pull out small group intervention in middle school in the spring. Professional development training on curriculum and intervention in the classroom and classroom management. • Plan to have trauma-informed training and TBRI Training by the 30th Judicial Alliance for the 23-24 school year for all staff • Crisis prevention intervention and 	<p>School Counselor School Social Worker Support Staff School Behavior support team</p> <p>Timeline: All prevention initiatives take place during the 23-24 school year with training to be completed by the end of the 23-24 school year.</p>	<p>ASCA Standards https://www.schoolcounselor.org/ https://www.30thalliance.org/training/ (Trauma Focused Training and Trust based Relational Intervention- TBRI)</p>
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	<p>positive behavior support training done yearly for all staff.</p> <ul style="list-style-type: none"> Behavior intervention team to provide classroom management and positive behavior support for teachers at all levels. 		
<p>Build/Align Infrastructure</p>	<ul style="list-style-type: none"> Mental Health Training for All staff on Nov. 1st 2023 (TBRI) and DeEscalation Training 2022-2023 All staff SRCA has an updated suicide risk referral protocol in place and SRCA also participates in the SaySomething Anonymous Reporting System. This is a system that provides students ways to “say something” when they see that a friend or classmate could be in danger of harming themselves or others. <ul style="list-style-type: none"> Staff Contacts are J. Morgan, B. Reeves, E. Norman, B. Nicholson, and S. Hill Improve SISF staffing ratios Engage relevant stakeholders, including families, students, community providers, and cross-system partners (e.g., county agencies, faith-based organizations, professional associations, etc.), with the goal of building school, family, and community partnerships to strengthen SEL and MH prevention Behavior support website training and use for all teachers. 		<p>Additional resources related to the formation of a Suicide Risk Screening Protocol:</p> <ul style="list-style-type: none"> Substance Abuse and Mental Health Services Administration (SAMHSA) American Foundation for Suicide Prevention (AFSP) National Alliance on Mental Illness (NAMI) The Trevor Project — Saving Young LGBTQ Lives Question, Persuade, Refer (QPR) Youth Mental Health First Aid (YMHFA) School-Based Behavioral Threat Assessment & Management: Best Practices Guide For SC K–12 Schools Preventing Suicide: The Role of High School Teachers Issue Brief <p>Emergency crisis response resources:</p> <ul style="list-style-type: none"> National Suicide Prevention Lifeline: 1-800-273-TALK (8255) National Hopeline Network: 1-800-SUICIDE (800-784-2433) Crisis Text Line: Text "DESERVE" TO 741-741 Lifeline Crisis Chat (Online live messaging) Self-Harm Hotline: 1-800-DONT CUT (1-800-366-8288) Suicide Prevention Wiki

Align with Academic Objectives	<p>What is actually happening on campus to integrate MH- examples Integrated health, fitness and wellness</p> <ul style="list-style-type: none"> • 22-23 School year SRCA applied for and received a wellness grant. Air purifiers were purchased and distributed to each teacher. Weighted blankets of varying sizes were also purchased. The grant was also used to purchase furniture for students to use as a place to reset and relax. • 3 outside classrooms have been added in different locations throughout the school for students to learn in an open environment. • SEL teaching lessons times are included in the master schedule 		<p>Shining Rock Classical Academy Suicide Risk Screening Process</p> <p>https://docs.google.com/document/d/1qDNWqZUNYXOgaUzqe2dQbACFMC_TzEedtbkOq0H__iE/edit</p>
<p>SEL/MH prevention curriculum</p> <p>SEL/MH prevention</p>	<p>Core MTSS- promoting wellness</p> <p>The curriculum developed by FreewayNC for Human Trafficking and Prevention will be taught to students 9th-12th grades at SRCA each year beginning in the school year 2024.</p> <p>SRCA staff will complete the Human Trafficking and Prevention curriculum developed by FreewayNC entitled <i>Protect Our Students</i> upon hire- staff will maintain their CEU credits and PD credits for the training and submit to administration/HR.</p>	<p>Staff Administration/HR</p>	<p>Evidence-based Programs Decision Tree</p> <p>NC Professional Teaching Standard II</p> <p>https://www.freewaync.org/register</p>
<p>instruction</p> <p>SEL/MH prevention environment</p>			<p>CASEL Supportive School/Classroom Environment</p>

SEL and MH prevention Data Evaluation -student data (screening)	Student surveys/assessments to show SEL/MH support needed. Referral Forms used and documented through Powerschool.		Create SEL/ MH Data Evaluation Plan School Mental Health Quality Guide: Screening MTSS Assessment Guidelines
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System of Interventions for SEL and Mental Health

Content & Time	Action Items/Status	Person(s) responsible & Timeline	Helpful Resources
<i>Early Intervention</i>	<ul style="list-style-type: none"> ● Identify students experiencing SEL and/or mental health issues at school through personal reports/observations, teacher reports and observations, family reports and concerns/observations. Once identified, provide additional support at school by weekly/daily check-ins with school counselor and school social worker. Also provide any community referrals as needed. ● Provide intervention for at-risk or struggling students such as community referrals to appropriate agencies to best support the student and family. Also provide support while at school and provide a safe space for the student to feel supported and place to share freely. School Social Worker and Guidance Counselor with administration can implement a crisis plan if necessary and include family input and involvement as well as accountability if necessary for students. ● Annually review of crisis intervention policies, practices, and personnel ● Annually review of discipline policies, practices, and personnel ● Ensure PSU is included in local community emergency preparedness plan 	School Social Worker Guidance Counselor Administration Staff EC Staff	MTSS Module 2.4 Develop a Behavior/ Social-Emotional and Attendance Component to System of Interventions ECATS Early Warning System

<i>Treatment, Referral, Re entry</i>	<ul style="list-style-type: none"> ● improve access to school-based and community-based services for students and their families ● improve transitions between and within school and community-based services ● Formalize protocol for students re entering school following acute/residential mental health 		<p>Youth Villages referral form https://youthvillages.org/services/refer-a-child/</p> <p>30th alliance referral contact https://www.30thalliance.org/programs/children-exposed-to-violence/</p>
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	<p>Treatment</p> <p>Partnerships or MOU- 30th Alliance, Youth Villages</p> <p>-Continuing of care for treatment</p> <p>Protocols for transitions to MH</p>		
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Improvement Plan Review

- Update at each team meeting
- Review quarterly based on evaluation data