

## Wayne County Public Schools Improvement Plan for Social Emotional Learning (SEL) and School Mental Health (SMH)

*Wayne County Public Schools believes that Social Emotional Learning must be an integral part of students' daily experiences in school, and that mental health resources must be readily available to students to meet their social emotional needs.*

### CORE SEL and Mental Wellness Supports

Content	Action Items/Status	Person(s) responsible & Timeline	Helpful Resources
SEL and MH Prevention Strengths & Needs	<ul style="list-style-type: none"> <li>● <a href="#">WCPS Community Needs Assessment</a></li> <li>● <a href="#">WCPS Belief Survey Data</a></li> <li>● <a href="#">Facilitated Assessment of MTSS-School Level (FAM-S)</a> (WCPS 18-19)</li> <li>● <a href="#">WCPS School Health Assessment &amp; Performance Evaluation (SHAPE)</a></li> <li>● <a href="#">CASEL Priority Setting Results for WCPS</a> - Fall 2020</li> </ul>	<ul style="list-style-type: none"> <li>● SEL District team [open June 2, 2021, close June 30, 2021]</li> <li>● WCPS MTSS Members, Spring 2021, annually</li> <li>● WCPS School Mental Health Team, Spring 2021, annually</li> <li>● WCPS District SEL team, Fall 2021, annually</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">FAM-S</a></li> <li>● YRBS (Youth Risk Behavior Survey)</li> <li>● Annual School Health Services Report</li> <li>● <a href="#">2020 Healthy Active Children report</a></li> <li>● PowerSchool data</li> <li>● <a href="#">SHAPE</a></li> <li>● ECATS MTSS Early Warning System data</li> <li>● <a href="#">Wayne County Schools Report Card</a> data</li> <li>● <a href="#">Racial Equity Report Card</a> data</li> </ul>
Describe existing PSU SEL/ MH prevention initiatives	<ul style="list-style-type: none"> <li>● District MTSS Teams</li> <li>● District SEL Team</li> <li>● K-8 (including principals) Leadership teams trained in MTSS Module 1</li> <li>● Elementary SEL Curriculum and training and coaching capacity</li> <li>● Daily SEL check-ins, training, and coaching capacity</li> <li>● School Level MH Collaborative Team</li> <li>● Ongoing professional development on “Establishing a Core Tier of Behavior Supports”               <ul style="list-style-type: none"> <li>○ Adult routines that promote success</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Darlene S. Hodges</li> <li>● Asst Superintendent, Stud Serv</li> <li>● Darlene S. Hodges, Angela R. Griffith, Jackie Lawrence</li> <li>● Angela R. Griffith, Jackie Lawrence</li> <li>● Gina Sutton, Stephanie Cummings</li> <li>● Angela R. Griffith, Darlene S. Hodges</li> </ul>	
Build/Align Infrastructure	<ul style="list-style-type: none"> <li>● Develop SEL District Shared vision</li> <li>● Develop formal Communication Protocol between school, district, and family and community</li> </ul>	<ul style="list-style-type: none"> <li>● SEL &amp; Mental Health Team</li> <li>● SEL &amp; Mental Health Team</li> </ul>	

<p>Build/Align Infrastructure cont'd.</p>	<ul style="list-style-type: none"> <li>● Use community needs assessments and resource mapping to develop resource guide</li> <li>● Communicate and Collaborate with Cabinet and CO leaders regarding SEL, Mental Health &amp; Equity</li>   <li>● Provide ongoing communication to school administration and staff regarding SEL, Mental Health &amp; Equity as a district priority</li> <li>● Adopt/implement Classroom Wise or Canvas-based Mental Health Training for Educators.</li> <li>● Adopt/Implement NC Suicide Risk Referral Protocol. Provide annual training/briefing on Suicide Risk Assessment to key stakeholders, including School Counselors, School Social Workers, School Psychologists.</li> <li>● Improve SISP staffing ratios as follows: <ul style="list-style-type: none"> <li>○ Maintain school counselor personnel allotments for 2021-2024</li> <li>○ Hire two additional school social workers for the 2021-2024 school years</li> <li>○ Hire two additional school psychologists and two psychologist interns for the 2021-2024 school years</li> </ul> </li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● SEL &amp; Mental Health Team, summer 2021/ fall 2021</li> <li>● Assistant Superintendent, Student Services/Fall 2021; Executive Director of Teaching &amp; Learning; ABS Coordinator</li> <li>● Cabinet and CO leaders, 2021-2022 school year</li>   <li>● Assistant Superintendent, Student Services/Fall 2021</li> <li>● District Mental Health Team/Spring 2021</li>   <li>● Assistant Superintendent, Student Services/Fall 2021</li>   <li>● District Mental Health team/ Spring 2021</li> </ul>	<p><a href="#">Classroom Wise</a> Canvas-Based Mental Health Training for Educators</p> <p><a href="#">WCPS Suicide Risk Referral Protocol</a></p> <p>SEL in Homes and Communities <a href="#">MOUs with Mental Health Providers</a> WISH School Based Health Centers</p> <p>Research/Info on Parent Outreach:</p> <ol style="list-style-type: none"> <li>1) <a href="#">Parental involvement in children's education: considerations for school counselors working with Latino immigrant families</a></li> <li>2) <a href="#">Building Strong Family-School Partnerships:Transitioning from Basic Findings to Possible Practices</a></li> <li>3) <a href="#">Supporting Family-School Partnerships in Rural Communities: Preliminary Results of a Randomized Trial</a></li> </ol>
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<p>Align with Academic Objectives</p>	<p>Work with existing structures to ensure explicit alignment K-12</p> <ul style="list-style-type: none"> <li>● Teaching and Learning Leadership</li> <li>● SuperCore</li> <li>● WCPS MTSS</li> </ul>	<ul style="list-style-type: none"> <li>● Darlene S. Hodges, Christy White, (Carol Artis, Lisa Tart, Youlonda Wynn)/Fall 2021</li> <li>● Darlene S. Hodges, (Lisa Tart, Youlonda Wynn)/2021-22 school year</li> <li>● Marcia Manning, Carol Artis, Angela R. Griffith, Darlene S. Hodges, Jacqueline Lawrence, Amy Ivey, (Lisa Tart, Youlonda Wynn)/2021-22 school year</li> </ul>	<p><a href="#">NC SEL Standards Mapping Documents</a></p> <p><a href="#">Webinar Series Recordings: Integrating SEL into the Content Areas</a></p> <p><a href="#">Aligning SEL and Academic Objectives Aligned SEL Sample Lesson Plan</a></p>
<p>SEL/MH prevention curriculum</p> <p>SEL/MH prevention instruction</p> <p>SEL/MH prevention environment</p>	<p>Initial professional development and ongoing job-embedded coaching on Core SEL for school leadership teams and teaching staff to include:</p> <ul style="list-style-type: none"> <li>● K-12 Integrating SEL competencies into academic content</li> <li>● Developing Behavior Matrices <ul style="list-style-type: none"> <li>○ Initial Professional Development</li> <li>○ Ongoing Coaching</li> </ul> </li> <li>● Elementary Sanford Harmony Ongoing Coaching for classroom teachers</li> <li>● Supportive Culture &amp; Climate</li> <li>● K-12 Culturally responsive Instruction</li> <li>● Social-emotional Learning Competencies</li> <li>● Establishing Adult Routines that Promote Success</li> <li>● Develop fidelity tools</li> <li>● Train on Fidelity tools</li> <li>● Implement Core SEL/Behavior/Mental Health ICE</li> <li>● Monitor fidelity of Core SEL Implementation</li> </ul>	<ul style="list-style-type: none"> <li>● SEL Team/Fall 2021</li> <li>● School Leadership Teams (within schools)/Fall 2021</li> <li>● Angela R. Griffith, Jacqueline Lawrence /2021-2022 school year</li> <li>● Darlene S. Hodges &amp; Angela R. Griffith (District)/Fall 2021</li> <li>● School Leadership Teams (Schools)/Fall 2021</li> <li>● District SEL Team/2021-22 school year</li> <li>● District SEL Team/spring 2022</li> <li>● Classroom Teachers /2021-22 school year</li> <li>● School Leadership Teams/2021-22 school year</li> </ul>	<p><a href="#">Evidence-based Programs Decision Tree</a></p> <p><a href="#">NC Professional Teaching Standard II</a></p> <p><a href="#">CASEL Supportive School/Classroom Environment</a></p>

SEL and MH prevention Data Evaluation -student data (screening)	<ul style="list-style-type: none"> <li>Identify, purchase, provide PD provide coaching, monitor fidelity on SEL Universal Screening and Summative data assessment tool(s) that will <ol style="list-style-type: none"> <li>1) Inform social emotional instructional planning</li> <li>2) Identify students who are at risk socially and/or emotionally</li> <li>3) Determine attainment of academic/behavioral outcomes</li> </ol> </li> <li>Develop an evaluation plan to monitor success of SEL implementation and student outcomes.</li> <li>Establish and communicate SEL goals with all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendent, Student Services/Fall 2021</li> <li>Darlene S. Hodges, Angela R. Griffith, Gina Sutton, Stephanie Cummings, Deana Raynor, Jessica Lane, Amy Ivey/Fall 2021</li> </ul>	<a href="#">Create SEL/ MH Data Evaluation Plan</a>  <a href="#">School Mental Health Quality Guide: Screening</a>  <a href="#">MTSS Assessment Guidelines</a>
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### System of Interventions for SEL and Mental Health

Content & Time	Action Items/Status	Person(s) responsible & Timeline	Helpful Resources
Early Intervention	<ul style="list-style-type: none"> <li>Build district capacity to lead ECATS for MTSS via DPI Modules</li> <li>Build district capacity to lead Data Based Problem-Solving for Core and Intervention</li> <li>Develop a plan for coaching and monitoring systemic early intervention installation and implementation</li> <li>Identify and purchase progress monitoring and diagnostic data assessment tool(s) that will <ul style="list-style-type: none"> <li>Determine why students are at risk</li> <li>Monitor student SEL growth/progress within intervention</li> </ul> </li> <li>Set district data decision entry and exit rules for students in need of supplemental and intensive supports for SEL, mental health, and behavior</li> </ul>	<ul style="list-style-type: none"> <li>Darlene S. Hodges, Amy Ivey/ Summer 2021</li> <li>Angela R. Griffith, Youlonda Wynn, MTSS District Team/Summer 2021</li> <li>MTSS District Implementation Team/Summer 2021, Angela R. Griffith, Amy Ivey, Darlene S. Hodges/2021-22 school year</li> <li>Marcia Manning, Carol Artis, MTSS District Implementation Team, District SEL &amp; Mental Health Team/spring 2022</li> <li>MTSS District Implementation Team, District SEL &amp; Mental Health Team/spring 2022</li> </ul>	ECATS Early Warning System  <a href="#">MTSS Module 2.4 Develop a Behavior/ Social-Emotional and Attendance Component to System of Interventions</a>

	<ul style="list-style-type: none"> <li>● Identify, purchase, monitor fidelity of evidence-based supplemental and intensive intervention for SEL, mental health, and behavior matched to WCPS student need by grade level span. <ul style="list-style-type: none"> <li>○ Develop/Integrate into District Intervention Matrix</li> <li>○ Develop fidelity tools</li> </ul> </li> <li>● Communicate and Collaborate with Cabinet and CO leaders regarding Early Intervention for Student Behavior, SEL, Mental Health &amp; Equity</li> <li>● Communicate district-wide early and intensive intervention training and implementation for SEL, mental health, and behavior as a district priority</li> </ul> <p>Provide initial professional development and ongoing coaching on:</p> <ul style="list-style-type: none"> <li>● MTSS Module 2 training to: <ul style="list-style-type: none"> <li>○ School leadership teams, implementing core with fidelity</li> <li>○ All School Social Workers</li> <li>○ All School Counselors</li> </ul> </li> <li>● District Data Based Problem Solving</li> <li>● Data Decision criteria for supplemental and intensive intervention entry and exit SEL, mental health, and behavior</li> <li>● Identifying student risk factors indicative impaired mental health.</li> <li>● Understanding crisis vs intervention</li> <li>● Providing district evidence-based behavior/SEL/Mental Health intervention</li> <li>● Ensuring fidelity of evidence based intervention</li> </ul> <p>Implement Behavior/SEL/Mental Health Early Intervention</p> <ul style="list-style-type: none"> <li>● Use predetermined criteria to Identify students experiencing SEL, behavioral, and/or mental health issues at school</li> </ul>	<ul style="list-style-type: none"> <li>● Assistant Superintendent, Student Services</li> <li>● Executive Director, Teaching &amp; Learning /2021-22 school year</li> <li>● MTSS District Implementation Team, District SEL &amp; Mental Health Team/2021-22 school year</li> </ul> <ul style="list-style-type: none"> <li>● Asst Superintendent, Student Services /fall 2021</li> <li>● Executive Director, Teaching &amp; Learning/fall 2021</li> <li>● Darlene S. Hodges/fall 2021</li> <li>● WCPS Cabinet &amp; CO Leaders/fall 2021</li> </ul> <ul style="list-style-type: none"> <li>● MTSS District Implementation Team, District SEL &amp; Mental Health Team/2021/22 school year</li> </ul> <ul style="list-style-type: none"> <li>● School Leadership teams and Student Support Services/2021-22 school year</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Provide intervention for students meeting criteria</li> <li>● Annually review of crisis intervention policies, practices, and personnel</li> <li>● Annually review of discipline policies, practices, and personnel</li> <li>● Ensure PSU is included in local community emergency preparedness plan</li> </ul>	<ul style="list-style-type: none"> <li>● School Student Support Services, School affiliated mental health providers, Community affiliated mental health providers/2021-22</li> <li>● School and district leadership teams: MTSS, SEL /spring 2022</li> </ul>	
Treatment, Referral, Re-entry	<ul style="list-style-type: none"> <li>● Student support staff will utilize school based mental resources and the Mental Health Resources 2020 document to refer students and families who are in need of mental health services; utilize the Mental Health Concern/ Non-Suicidal Self Injury documents if necessary.</li> <li>● Utilize Suicide/Crisis risk protocol in the event of a mental health crisis and/or expressions of suicidal/self-harming ideation/attempt.</li> <li>● Provide training to all school-based student support staff on how to appropriately perform a suicide/crisis risk assessment.</li> <li>● Facilitate re-entry meeting with student, caregiver/parent, student support staff, and MH provider (if possible). Recommendation to include a signed release of information form for the student's MH provider.</li> <li>● Formalize a re-entry protocol which includes an individualized re-entry plan for students returning from acute inpatient placement and/or residential treatment programs taking into consideration the unique needs of the student.</li> </ul>	<ul style="list-style-type: none"> <li>● Counselors, social workers, nurses, psychologists/2021-2022 school year ongoing</li> <li>● District Mental Health Team/Fall 2021</li> <li>● District Mental Health Team/Fall 2021</li> <li>● School level: Counselors, social workers, administrators, and staff directly involved with student/ 2021-2022 school year ongoing</li> <li>● District Level Mental Health Team/Spring 2022 (vetted and approved)</li> </ul>	<p><a href="#">Mental Health Resources 2020 document</a></p> <p><a href="#">Mental Health Concern/Non-Suicidal Self Injury documents</a></p> <p><a href="#">WCPS Suicide Risk Protocol</a></p> <p><a href="#">Resources for Early Intervention and Treatment</a></p> <p>WISH School Based Health Centers</p>

### Improvement Plan Review

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