PROFESSIONAL AND STAFF DEVELOPMENT Policy Code: 1610/7800
Montgomery County Schools 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.

Montgomery County Schools SEL and School Mental Health Improvement Vision: Our vision is to provide culturally competent, holistic, and wellness-focused services that promote children's social-emotional development, prevent development of mental health challenges, and address social-emotional problems that currently exist. We will do this by using evidence-based strategies in our services to children; by supporting staff training and well-being; by implementing effective mental health consultation to children, families, and staff; by facilitating mental health services for parents who need them; and by continuing to strive for excellence in supporting mental health for all Montgomery County students, families, and staff.

CORE SEL and Mental Wellness Supports

Content	Action Items/Status	Person(s) responsible & Timeline	Helpful Resources
SEL and MH Prevention Strengths & Needs	Strengths ● SDQ Questionnaire-Results help school counselors and leadership determine which students need MH Support and can also track improvement over time. ● Teachers have available resources to support students in SEL (Second Step, Check and Connect, Zones of Regulation, etc) ● PSU has MH prevention efforts in place through needs assessments and district level trainings	Jessica Lowder- 2021-2022	FAM-S YRBS (Youth Risk Behavior Survey) Annual School Health Services Report Healthy Active Children report PowerSchool data Say Something App ECATS MTSS Early Warning System Data District Report Card Data

	Needs ● Provide refresher of SEL resources and time for discussion of implementation to Instructional Facilitators and Guidance Counselors at meetings throughout the school year. ● Provide Model Mental Health Training throughout the school year.	JaMese Black and Jack Cagle, Ed.D - 2021-2022	Racial Equity Report Card
Describe existing PSU SEL/ MH prevention initiatives	Restorative Practices, Character Education, Trauma Informed Schools, Bullying Prevention, Alcohol Screening and Brief Intervention,PBIS, Second Step, Check and Connect, MTSS	JaMese Black and Jack Cagle, Ed.D - 2021-2022 Jessica Lowder- 2021-2022	Restorative Practices, Character Education, Trauma Informed Schools, Bullying Prevention, Alcohol Screening and Brief Intervention,PBIS, Second Step, Check and Connect, MTSS
Build/Align Infrastructure	● Model Mental Health Training Program ● Adopt/implement sucide risk referral protocol **Columbia-Suicide Severity Rating Scale (C-SSRS)** ● Improve SISP staffing ratios Added three full-time mental Health counselors through grants. Each school has nurses and guidance counselors as well. Two of our mental health counselors are trauma-focused certified: Certification Certificates. Five Student Support Services members are SBIRT Trained. Trauma Sensitive Classroom Support	JaMese Black and Jack Cagle, Ed.D - 2021-2022	Model Mental HealthTraining Plan SEL in Homes and Communities

	Needs Assessment ● 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 a. Students – actively involved in SEL Programming District-wide. b. Families – actively engaged in their children's safety: Strengthening Families c. Community service providers – Local law enforcement (MOU) has a partnership with the school district d. County/City agencies – Town Police and Sheriff's office have a partnership with the school district. e. Faith-based organizations – Clergy are on several school improvement teams.		Teacher Stress

	f. Professional associations – Friends in Focus, First Health of the Carolina, Lions Club, Amity Club, National Wild Turkey Federation – Little River Chapter, Montgomery Public Library, Food King, Toshiba, McRae's, Jordan Lumber, Bojangles, and the Old North State Club. g. University/College: Pfeiffer, UNCP, Wingate, and Montgomery Community College. Others: N/A		
Align with Academic Objectives	• Build more awareness district-wide on the link between SEL competencies and academic standards. • Provide examples of SEL alignment activities to Instructional Facilitators throughout the 21-22 school year. • Provide a variety of resources in this plan to school leaders to use as they best suit the needs of students at their prospective schools.	Jessica Lowder 2021-2022 School Year	NC SEL Standards Mapping Documents Webinar Series Recordings: Integrating SEL into the Content Areas Aligning SEL and Academic Objectives Aligned SEL Sample Lesson Plan
SEL/MH prevention curriculum SEL/MH prevention instruction	Curriculum: SEL • Schools and Middle Schools will continue to utilize the Second Step curriculum. • Check and Connect will be used at the	Jessica Lowder- 2021-2022	Evidence-based Programs Decision Tree NC Professional Teaching Standard II CASEL Supportive School/Classroom Environment

SEL/MH prevention environment	Secondary level. MH ***All Personnel*** ● Definition ● National & State statistics ● Myths & Facts ● Risk Factors ● Protective Factors ● Respond to Warning Signs* ● Resources ***SISP*** ** In addition to the areas included for all personnel, SISP training should be inclusive of the following within Respond to Warning Signs*: ○ SISP Roles ○ Procedures/protocols ○ Intervention Strategies ○ Referral & Follow Up **Child Sexual Abuse and Human Trafficking Prevention** ● Best practices from the field of prevention ● The grooming process of sexual predators ● The warning signs of sexual abuse and sex trafficking ● How to intervene when sexual abuse or sex trafficking is suspected or disclosed ● Legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance Instruction SEL ● Second Step Lessons (Elem & Middle) ● Check and Connect (HS) ● CASEL Resources (All Schools) MH: Minimum of 6 hour Completion Required	JaMese Black and Jack Cagle, Ed.D - 2021-2022	Model School District Policy on Suicide Prevention Model Mental HealthTraining Plan

	Suicide Prevention https://learn.jasonfoundation.com/blog/category/2-credit-hours/ https://cssrs.columbia.edu/training/training-options/ **Youth Mental Health** https://mhttcnetwork.org/free-smh-course **Substance Abuse** https://healtheknowledge.org/course/index.php?categoryid=98 (Part 2 of 6) **Teenage Dating Violence** https://vetoviolence.cdc.gov/apps/datingmatters/ **Child Sexual Abuse Preventation** https://www.d2l.org/ **Sex Trafficking Preventation** https://drive.google.com/file/d/1IsoPNnEtMKUGs5niCdqUV4Ou7ZsixnHe/view <u>Environment</u> <u>SEL</u> ● Students will be supported in a variety of environments such as whole group classroom settings, small groups, and individual meetings. <u>MH</u> ● Self-paced		Comprehensive School Suicide Prevention in a Time of Distance Learning National Suicide Prevention Lifeline Youth Mental Health Substance Abuse Preventing Teen Dating Violence Preventing Child Sexual Abuse Sex Trafficking Prevention
SEL and MH prevention Data Evaluation -student data (screening)	● SDQ (Strengths and Difficulties Questionnaire) Results-Given at BOY & EOY ● RESTORE MCS Intervention Data ● Educators Handbook Reports ○ Suspension Rate (Comparison of Schools and District Overall) ● Completion Certificate Data (Staff Training) ● Resource Fidelity Check Feedback	JaMese Black and Jack Cagle, Ed.D - Jessica Lowder- 2021-2022	https://www.samhsa.gov/sbirt Example: MCHS SDQ Questionnaire SEL/ MH Data Evaluation Plan School Mental Health Quality Guide: Screening MTSS Assessment Guidelines

	• Screening, Brief Intervention, and Referral to Treatment (SBIRT) Assessment • Drop Out Data Collection • Attendance Rate		

System of Interventions for SEL and Mental Health

Content & Time	Action Items/Status	Person(s) responsible & Timeline	Helpful Resources
Early Intervention	• Identify students who are at risk of developing SEL and/or mental health issues at school through a Strengths and Difficulties Questionnaire given to students at the middle and high school level at the beginning of the year. • Guidance Counselors will utilize results of the questionnaires, along with conversations with teachers, families, and administration to develop appropriate student support. Appropriate Referrals • Provide intervention for at-risk or struggling students Annual review of the PSU's policies, procedures, and/or practices for crisis intervention. Mental Health Crisis Protocol	Student Assistance Team 2021-2022 school year	MTSS Module 2.4 Develop a Behavior/ Social-Emotional and Attendance Component to System of Interventions ECATS Early Warning System SDQ Questionnaires BOY and EOY Educators Handbook

	• Annually review of crisis intervention policies, practices, and personnel Crisis Intervention Team , Columbia Suicide Screening, • Annually review of discipline policies, practices, and personnel **The discipline policies and practices are viewed quarterly and are part of the district's Strategic Plan. We use the data to make informed decisions.** Discipline Plan a) 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. Discipline Plan • Ensure PSU is included in local community emergency preparedness plan Emergency Preparedness		
Treatment, Referral, Re-entry	• improve access to school-based and community-based services for students and their families • Strategies to improve access to school and community-based services for students and their families, e.g., by establishing arrangements for students to	Student Assistance Team 2021-2022 school year	Signed MOU's with Providers

	have access to licensed mental health professionals at school. Butterfly House, Daymark, Journey, and Monarch. ● improve transitions between and within school and community-based services 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. Montgomery County Schools Health Based Centers, Butterfly House, Daymark, Journey, and Monarch ● Formalize protocol for students re-entering school following acute/residential mental health treatment Process for returning to school		

Improvement Plan Review

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