PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

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

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

Caswell County Schools believes ALL its stakeholders (students, staff, families, and community members) deserve a safe and positive learning environment that addresses the mental health/social-emotional learning as well as academics through SEL instruction, mental health monitoring, and program implementation.

CORE SEL and Mental Wellness Supports

Content	Action Items/Status	Person(s) responsible & Timeline	Suggested Resources
SEL and MH Prevention Strengths and Needs ● Increased partnerships with various mental health agencies to support student and staff wellness. ● Currently, we do have an immediate plan to address students with emergent needs via the mobile school health-based clinic. ● We will implement ACES training for nurses, counselors, social worker(s), and the behavior specialist. ● We will update our resource mapping. ● We will continue the current ratio of one-to-one for school/nurse based upon funding. ● We will review and evaluate staff training portal courses and needs per federal and state regulations. ● We created a Collaborative Support Committee.	1) Strengths: ● Mental health referral process in place for identified students and families using community resources and agencies ● Specialized Instructional Support Personnel (SISP) trained in Adverse Childhood Experiences, Trauma Informed Schools, Suicide Protocols and Assessment including CALM and CIP Training ● Development of Resource Mapping Tool for available resources in the community; we created a Collaborative Support Committee, which has all the resources in the area connected. ● Increased number of school nurses assigned to each K-12 school on a full-time basis ● District developed initiative to address certain violations of the Student Code of Conduct related to substance abuse 2) Needs: ● Sustain and/or increase the number of Specialized Student Support positions to include behavior specialists, school counselors, school social workers, dropout prevention coordinator, school nurses and school psychologists/MTSS coordinator. ● Coordinate annual review of the overall strengths and needs of the district mental health/SEL plan within the schools and district through a comprehensive analysis of data from multiple sources such as FAM-S, SHAPE, School/District Report Cards, School Health Services Report to determine the progress of mental health/SEL implementation ● Integration of Core SEL best practices strategies into content areas K - 12 ● Development of district-wide comprehensive Mental Health Support Plan with monitoring structures including data collection and analysis	Office of Student Support with Specialized Instructional Support Personnel /Mental Health Team and Administrators ● Annual review of data collected during the Spring of each year ● Need for a universal screener for SEL	Infinite Campus data MTSS SHAPE (School Health Assessment and Performance Evaluation) ECATS MTSS Early Warning System data District Report Card Second Step

	● Development and implementation of a Staff Level Professional Development Plan focusing on mental health, substance abuse, suicide prevention, substance abuse, teen dating violence and sex trafficking ● Expansion of stakeholder engagement committee to build partnerships to address student mental and social-emotional health and substance abuse ● Implement a mental health universal screening tool to provide data to identify risk factors in students		
Content	**Action Items/Status**	**Person(s) responsible & Timeline**	**Suggested Resources**
Describe existing PSU SEL/ MH prevention initiatives ● We will provide PBIS training for current and new staff members for the upcoming school year. ● We will integrate the Buddy Program in each of our elementary schools.	1. Continue development in Positive Behavioral Intervention and Support (PBIS) system of support for students at all schools 2. Continue the development and implementation of Multi-tiered System of Support providing tier 1, tier 2, and tier 3 support for identified students through professional development with regional consultant and school level teams 3. Continue to develop and expand SEL check-ins/check-outs, Morning Meets, Individual and small group sessions, and SEL integrated lessons into the core curriculum at each school 4. Continue implementation of district initiative to address certain violations of the Student Code of Conduct for identified K – 12 students 5. Continue implementation of the district developed initiatives to address peer interactions, character education, and bullying	1. School Level PBIS/MTSS teams annually 2. District and School Level MTSS teams ● Professional Development sessions (6 sessions for 2 hrs. each) during the SY 2026/2027 3. School Level Teams quarterly 4. Office of Student Support and Social Worker annually 5. Office of Student Support, School Counselors, and Social Worker annually	Whole School, Whole Child Model CASEL Signature Practices

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Build/Align Infrastructure ● We will establish a Buddy system for staff members to increase mental health/socio-emotional wellness checks.	1. Develop district and school data collection and analysis structure to support MTSS-SEL initiatives 2. Implement mental health support strategies to promote mental health and socio-emotional wellness for staff. 3. Coordinate required 6 hours of professional development (year 1) for instructional leaders, teachers and instructional personnel in the following areas: a) Introduction to Mental Health b) Suicide Prevention c) Substance Abuse d) Teenage Dating Violence e) Sex Trafficking Prevention (to be provided every two years - even numbered years) 4. Coordinate 2 hours of mental health awareness annually for instructional staff that have completed the initial 6-hours of mental health training. 5. Implement a system for NEW employees to receive mental health professional development as part of their orientation **6.** Review Suicide Intervention Protocols and Procedural Flowchart addressing specific student behaviors or comments regarding suicide or self-harm with administrators **7.** Build a District-level Mental Health team with stakeholder members within the schools and community that meets quarterly. a) SEL/MH Team will include: i) School Counselor (elementary/secondary) ii) Nurse iii) School Psychologist iv) Behavior Specialist v) School Level Administrator vi) District Administrator vii) Local Mental Health Provider viii) LME representative	1. Office of Student Support ● Annual Review 2. Office of Student Support and Human Resources ● 2025 - 2026 3. Office of Student Support and District Mental Health Team ● 1st Semester 2025 4. Office of Student Support and Human Resources ● Annually 5. Office of Student Support and Human Resources ● 1st Semester 2025 6. Office of Student Support, Administrators, SISP personnel, and school Crisis Team members ● Annually 7. Office of Student Support, District Mental Health Team ● Quarterly Meetings	SEL in Homes and Communities Caswell County Suicide Toolkit Suicide Intervention Procedural Flowchart

	ix) Parent		
Content	**Action Items/Status**	**Person(s) responsible & Timeline**	**Suggested Resources**
Align with Academic Objectives SEL/MH prevention curriculum SEL/MH prevention instruction SEL/MH prevention environment We purchased a curriculum that focuses on SEL: Second Step. Incorporate physical activity into the school day Protecting Our Students video to every student	1. Examine evidence-based programs with district and school level teams to meet the needs of students based on an analysis of data and screening tool 2. Coordinate PBIS and MTSS initiatives to develop school-wide strategies for tiered support at all levels of support. 3. Develop and implement SEL instruction in a variety of environments including individual, small and whole group, and integrated into the K-12 curriculum 4. Develop protocols for school-based MTSS teams to address environmental needs of students including discipline, attendance, skill building, and academics 5. Continue to implement and expand CASEL Signature Practices, Check in/check out, and trauma informed practices at each school. 6. We will continue to incorporate the required number of minutes of physical activity into the school day. 7. We will show the protecting our students video to every student in grades 6-12	1. Office of Student Support, District Mental Health Team, and School Level Teams ● 1st Semester 2026 2. Office of Student Support, District Mental Health Team, and School Level Teams ● 2026 - 2027 3. District Level Mental Health Team, School Level Teams, school social worker and school counselors ● On-going 2026 - 2027 4. District Mental Health Team and School Level MTSS Teams ● On-going 2026 - 2027 5. District Mental Health Team, School Level Teams, social worker, and school counselors ● On-going 2026 - 2027 6. District and School Level Curriculum Teams ● On-going 2026-2027	NC SEL Standards Mapping Documents Webinar Series Recordings: Integrating SEL into the Content Areas Aligning SEL and Academic Objectives Evidence-based Programs Decision Tree CASEL Supportive School/Classroom Environment

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SEL and MH prevention Data Evaluation -student data (screening) *We purchased a screener, which will be used to discuss data points: SAEBRS	1. Continue to implement a universal screening tool to collect data on the overall SEL needs of students in elementary and secondary levels 2. Provide professional development and training for identified staff and Specialized Student Instructional Support personnel in the use of the universal screening tool, data collection, and data analysis 3. Collect and review data from the universal screening tool at least twice a school year to determine targeted mental health needs of the students	1. Office of Student Support, District Mental Health Team, and school counselors ● 1st Semester 2026 2. Office of Student Support and District Mental Health Team ● On-going 2026 - 2027 3. District Mental Health Team and School Level MTSS Teams ● Screenings conducted twice/year (October/April)	Create SEL/ MH Data Evaluation Plan SAEBRS Universal Screener MTSS Assessment Guidelines

System of Interventions for SEL and Mental Health

Content & Time	Action Items/Status	Person(s) responsible & Timeline	Suggested Resources
Early Intervention: **We purchased a screener, which will be used to discuss data points: SAEBRS along with MTSS.*	1. Continue to Implement a Universal Screener to identify students who are at risk of developing social-emotional learning issues 2. Utilize systems for monitoring at-risk students in need of Multi-tiered System of Support (MTSS) for Tier 2 and Tier 3 support. 3. Coordinate Professional Development for School Specialized Instructional Support Personnel (SSIP) to address the needs of students receiving Tier 2 and Tier 3 supports 4. Review and update discipline policies and procedures including the district's Student Code of Conduct annually 5. Review and update Crisis intervention Plans annually. 6. Conduct and document practice drills/scenarios in the school settings at identified intervals to ensure the staff and students are aware of the procedures 7. Conduct a review of the local community emergency preparedness plan with the school and community safety leaders	1. School Level MTSS Teams ● Screenings conducted twice/year (October/April) 2. School Level MTSS Teams ● 2026 – 2027 school year 3. Office of Student Support and District Mental Health Team ● On-going 2026 – 2027 4. Office of Student Support ● Annually 5. Office of Student Support ● Annually 6. Office of Student Support and School Administrators ● Monthly/Yearly 7. Office of Superintendent, HR, and student support ● On-going 2026 - 2027	MTSS Module 2.4 Develop a Behavior/ Social-Emotional and Attendance Component to System of Interventions ECATS Early Warning System

Treatment, Referral, Re-entry: **We will continue to progress monitor nurses, the social worker, counselors, and the administrator feedback regarding student needs.*	1. Continue to create MOUs with a local mental health provider to provide school-based mental health treatment at all schools. 2. Consult with local mental health providers during agency meetings Juvenile Crime Prevention Council (JCPC), Caswell Collaborative, Caswell Health Collaborative) on the mental health services that are provided for children in the community and develop a system for sharing the information with the school leaders, SISP staff, and families 3. Continue to partner with the Collaborative Committee 4. Participate in Family-Team meetings coordinated by the mental health provider with the family and relevant agencies involved in developing transition plans. This is completed using outside agencies due to a lack of a school-based provider. 5. Continue to use the "Re-entry protocol" for students who are returning to the district from hospital/acute/residential mental health treatment programs to ensure safe transition into the school setting. Possible tiered assistance with check-in and check-out.	1.Office of Student Support ● Annually 2. Office of Student Support and District Level Mental Health Team member ● Monthly 3.Office of Student Support and District Mental Health Team member ● As Requested 4. District Mental Health Team ● 1st Semester 2026	Resources for Early Intervention and Treatment

Improvement Plan Review

- Update at each team meeting
- Review data and action item progress quarterly