



Cabarrus
County Schools

Engaging minds. Shaping futures.

*Addressing the “Whole Child”
through a comprehensive SISP
Teaming Model to support all
students*

*Governor’s Commission on Access to Sound Basic Education
January 17, 2019*

What are your
goals for
today's
presentation?

You are charged with determining what the state needs to do to meet its constitutional obligation under the *Leandro* court case to provide every student with a sound, basic education.

You want to explore the importance of specialized instructional support personnel, or SISP (school counselors, psychologists, nurses, and social workers) in helping schools address the needs of the “whole child.”

You need to see how SISP work as a team to address the comprehensive needs of students.

What are our
goals for
today's
presentation?

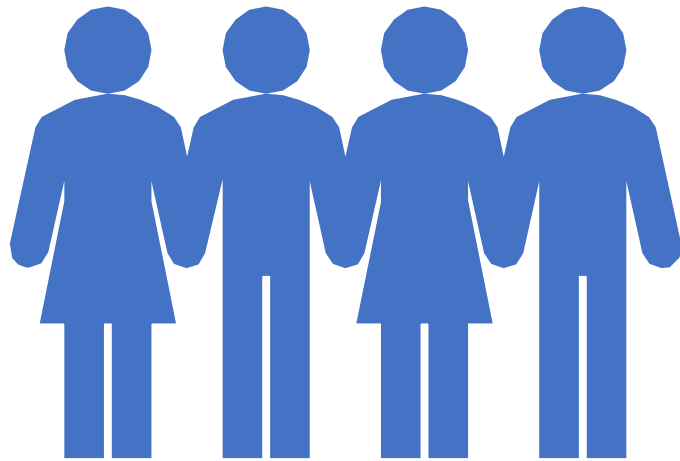
Share how a local education agency (LEA) uses
SISP teams to support students

Share with you how an LEA can build a
structure that matches best practices and
demolishes silos

Share how we rely on our SISP's deep
understanding of trauma to educate and
support school staff

Include recommendations for you to consider
for the state of NC to help other LEAs with
implementation

The Cabarrus County Schools vision of SISP



*SISP Teams will support the
physical and psychological
well-being of all students*

ENGAGING & SHAPING

32,000+ students

RANKED

#1 in teacher effectiveness for the third consecutive year

EMPLOYING

2,400 teachers (4,000 employees)

OPERATING

on more than \$300 million budget

TRANSPORTING

24,670 students on our buses each day

GRADUATING

90% of students

SERVING

1.1 million breakfasts and 2.8 million lunches

HONORED

to be a recipient of the 2016 Benjamin B. Tregoe Award for Strategic Leadership



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- 1 in 3 students are on Free/Reduced Lunch
- One of fastest growing districts in NC: 40 schools, opening two more next year
- 2369 English Learners
- 8th largest district in NC
- # of Homeless Students (434 in 2017-18)

Who are we?

Person Presenting	Title	Professional Background
Amy Lowder	Director of Student Safety and Well-being	Nationally Certified School Psychologist
Lynn Rhymer	Deputy Superintendent	School Administrator
John Basilice	Director of Student Services	Licensed Professional Counselor
Amy Jewell	Coordinator of Student Services	Licensed Clinical Social Worker

Then and
now...

2018



<https://youmeanwhatiknow.files.wordpress.com/2012/07/wlm8-st-74.jpeg>

<http://www.cbkassociates.com/wp-content/uploads/2015/12/Single-File.jpg>

Students filing out of Marjory Stoneman Douglas High School in Parkland, Florida, during an active shooter situation in February 2018. [Joe Raedle/Getty Images](#)





<https://www.beautyglitch.com/celebrities-are-hiding-their-children/>





<http://www.dailymail.co.uk/femail/article-3472681/Can-spot-Parents-share-photos-children-s-hilarious-attempts-playing-hide-seek.html>



<https://www.boredpanda.com/funny-children-hide-and-seek/>



<https://www.shemazing.net/20-things-youll-remember-if-you-grew-up-in-an-irish-housing-estate/>



<https://www.pers-onalitycafe.com/in-fp-forum-idealists/149309-hide-seek.html>



<https://www.oeregister.com/2015/12/04/run-hide-fight-what-to-do-in-violent-active-shooter-situation/>



<https://www.mprnews.org/story/2018/02/15/npr-schools-disagree-over-how-to-prepare-for-shooters>



<https://nightlock.com/classroom-lockdown/actual-shooters-are-not-the-good-the-bad-and-finding-a-middle-ground/>



<http://english.sina.com/china/p/2011/0316/364519.html>



<https://www.publicschoolreview.com/blog/can-students-be-legally-prosecuted-for-school-fights>



<https://www.sciencenewsforstudents.org/article/teen-fighting-may-harm-iq>



<http://www.essentialkids.com.au/development-advice/behaviour-discipline/save-me-from-the-school-holiday-fighting-20110124-1a2gh>



<http://www.thelearningcommunity.us/tweeps-and-teens/behavior/violent-teens.aspx>



<https://www.cnn.com/2013/10/22/living/boy-bully-wiseman/index.html>



<http://www.itv.com/news/2017-03-21/man-filmed-stopping-two-teenagers-fighting-in-the-street/>

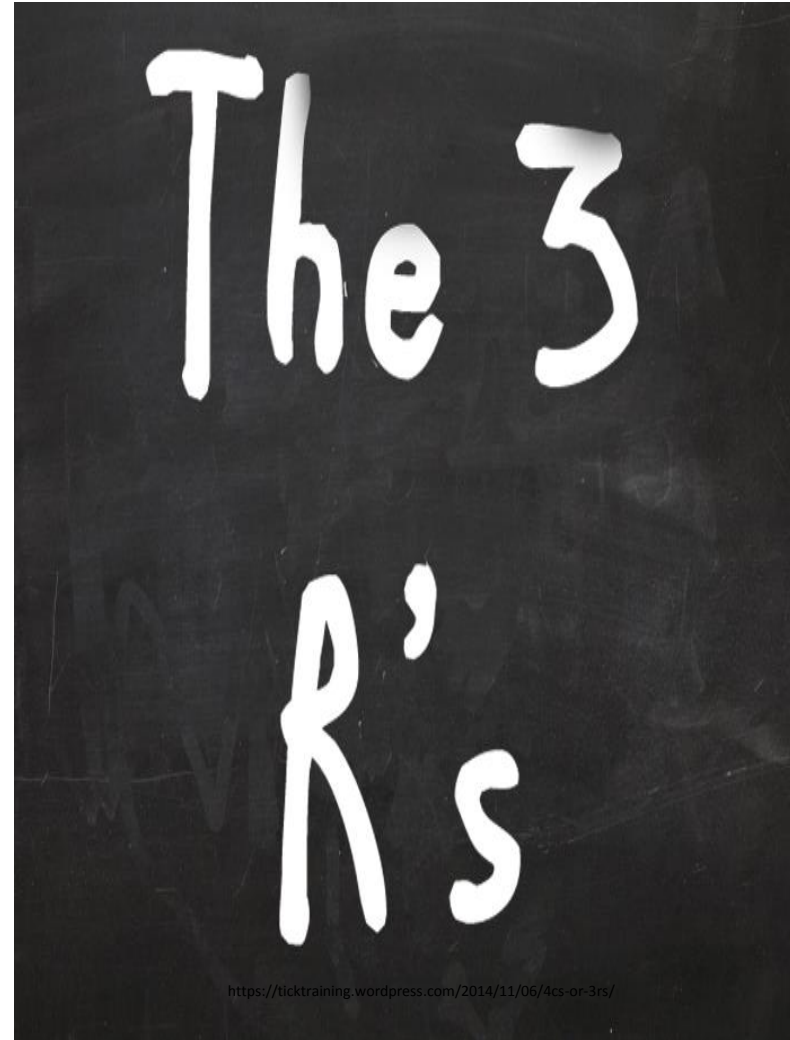


https://www.cbs17.com/news/raleigh-police-track-source-of-millbrook-bomb-threat_20180327090338826/1082715556



Reading
w**R**iting
a**R**ithmetic

<https://rightnerve.com/churches-willfully-adopt-the-government-schools-strategy-to-fail/>



<https://ticktraining.wordpress.com/2014/11/06/4cs-or-3rs/>



<http://www.ucdenver.edu/anschutz/about/location/Police/CampusSafety/Pages/Active-Shooter-Info.aspx>



News Alert!

NC is **NOT** faring too well in addressing mental illness...

BREAKING NEWS

Adolescents ages 12-17 with major depressive episode who received treatment for depression = 40.5% (NC Child Health Report Card NCIOM, 2018)

NC ranks 50th in children who did not receive needed mental health treatment (Commonwealth Fund Scorecard on State Health System Performance, 2018)



Specialized Instructional Support Personnel (SISP) Ratios

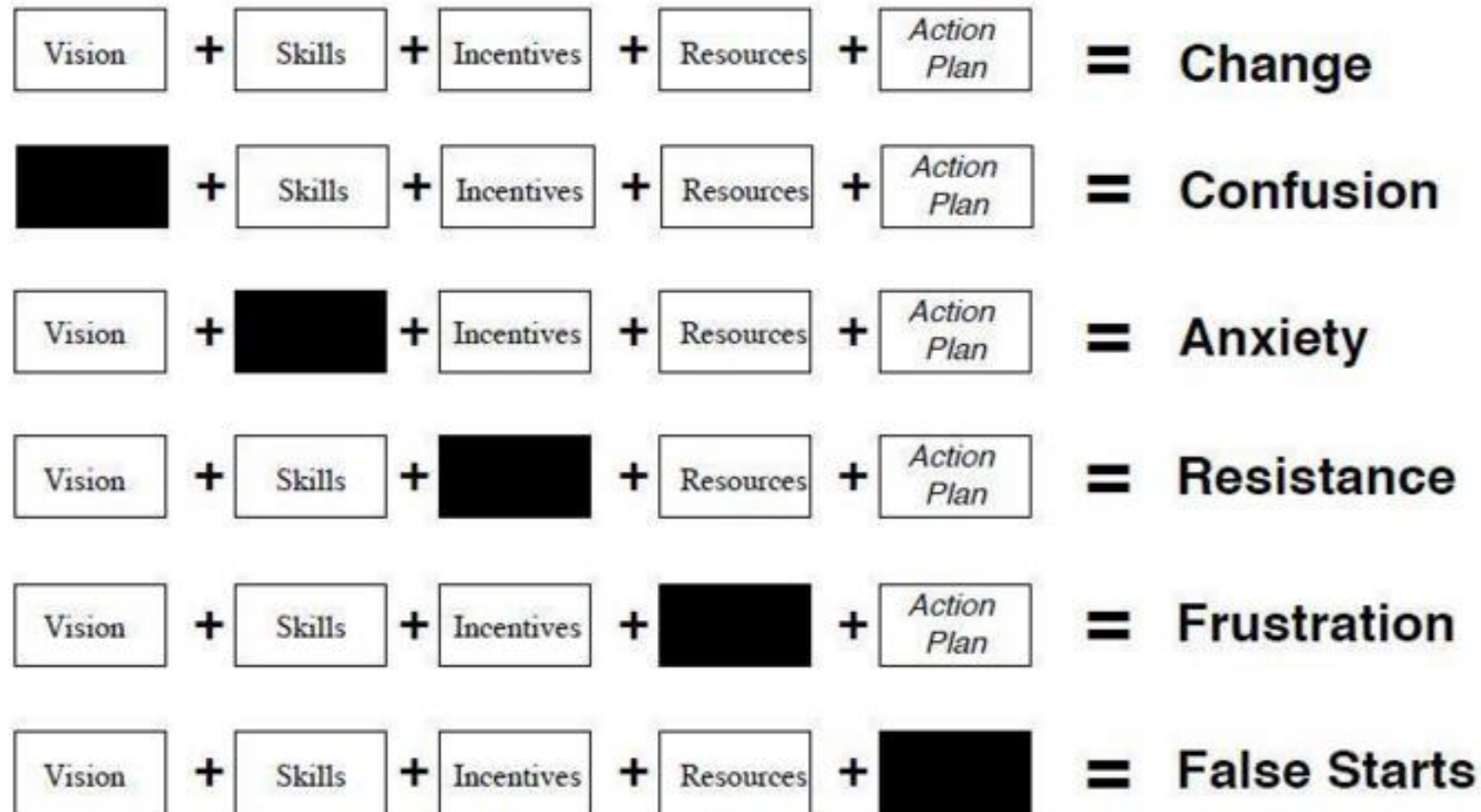
SISP Discipline	National Recommendations	State Average	CCS Ratio
School Counselors	1:250	1:367	1:385
School Psychologists	1:500-700	1:2088	1:1833
School Social Workers	1:250 (or based on needs)	1:1427	1:1625
School Nurses	1 per school (or based on needs)	1:1050	1 per traditional school

Specialized Instructional Support Personnel (SISP)

What was the driving need for creating support?



Managing Complex Change



Adapted from Knoster, T., Villa R., & Thousand, J. (2000). A framework for thinking about systems change. In R. villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

Intentional
Areas of Focus



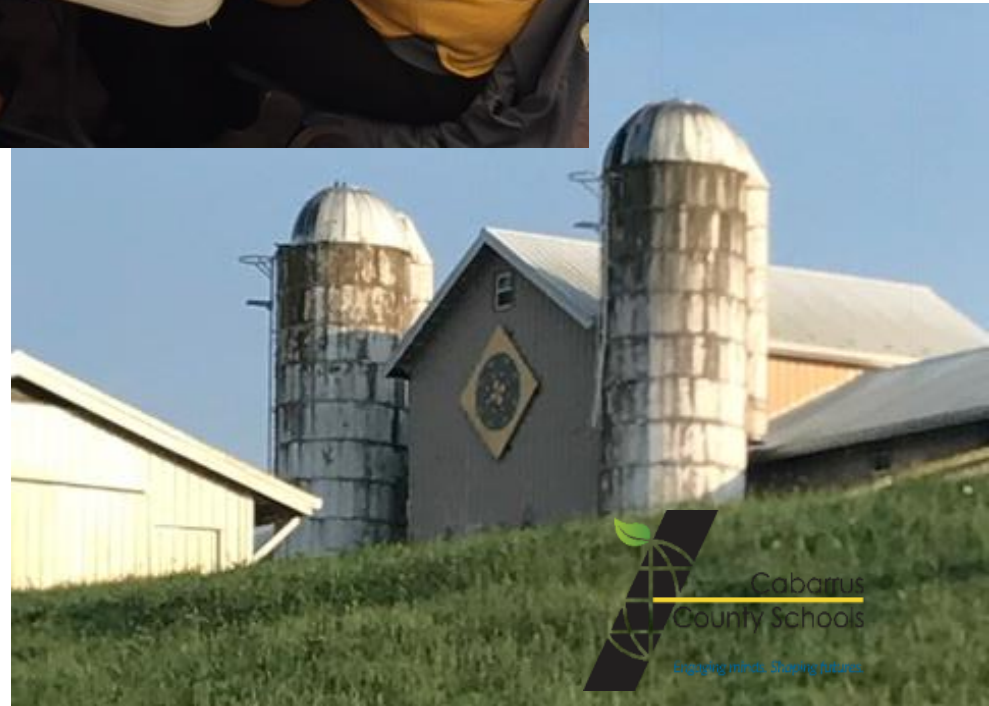
**ADDRESS
YOUR SILOS**



**BUILD
INTERNAL
CAPACITY**



**EARN
DISTRICT
FOCUS**





1. Create a unified system
2. Share your priorities & work smarter
3. Foster collaboration
4. Discourage “Group Think”

4 Steps for successful SISP teaming



Establish a district-level leadership team to direct the work of all SISP

Seamlessly share data/information

1. Create a unified system

2. Share your priorities & work smarter

3. Foster collaboration

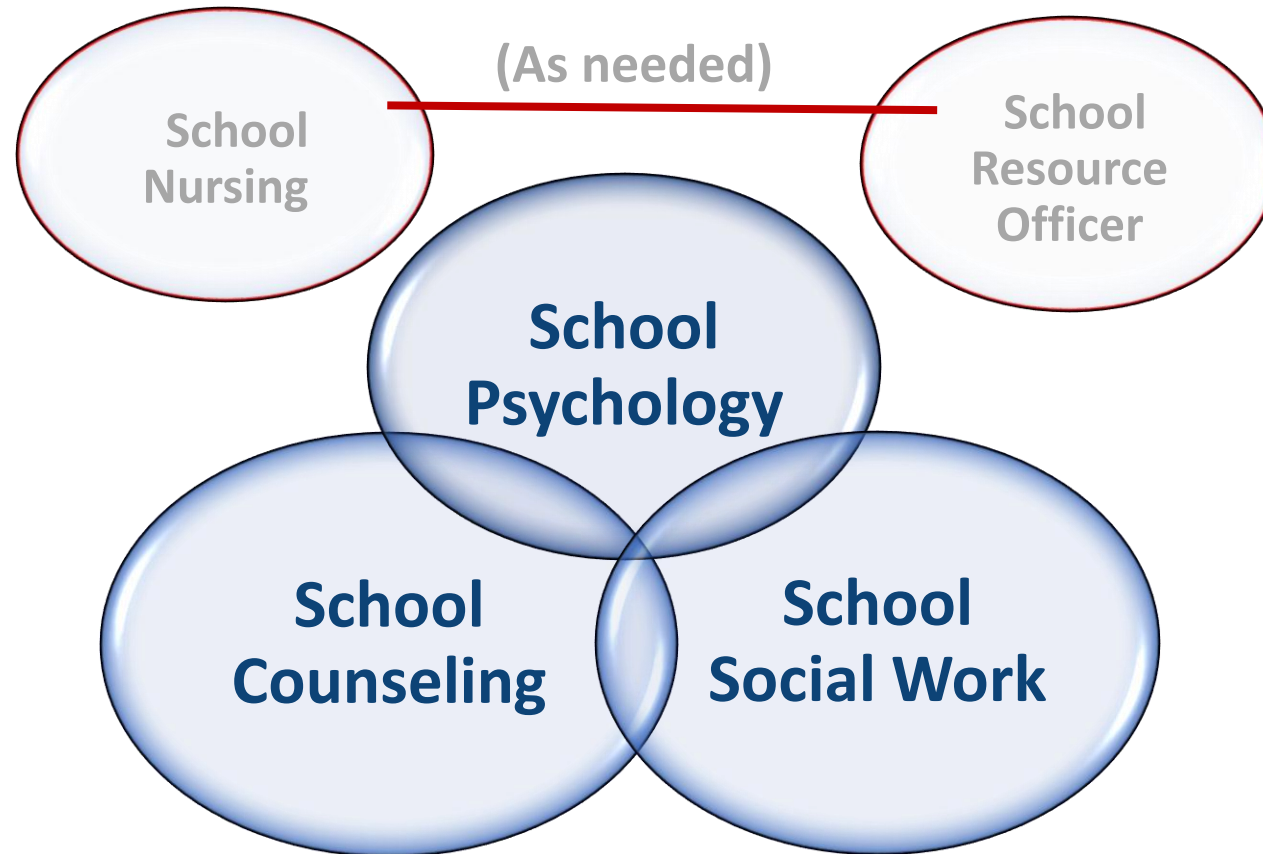
4. Discourage “Group Think”



The Cabarrus County Schools DIRT Team:

(District Integrated Response Team)

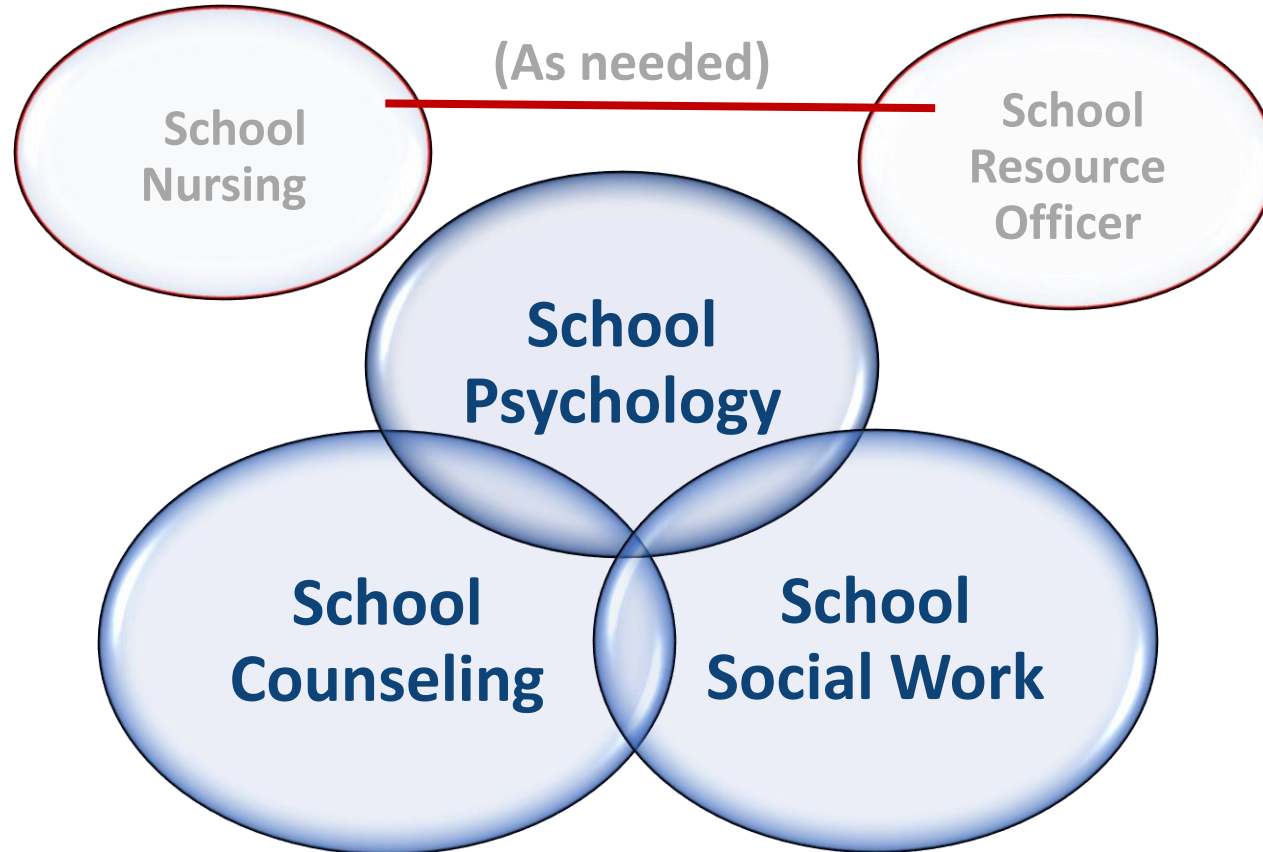
DISTRICT LEVEL TEAM



*Each Supervisor
is from the
respective
discipline of
practice*

The Cabarrus County Schools SISP Team:

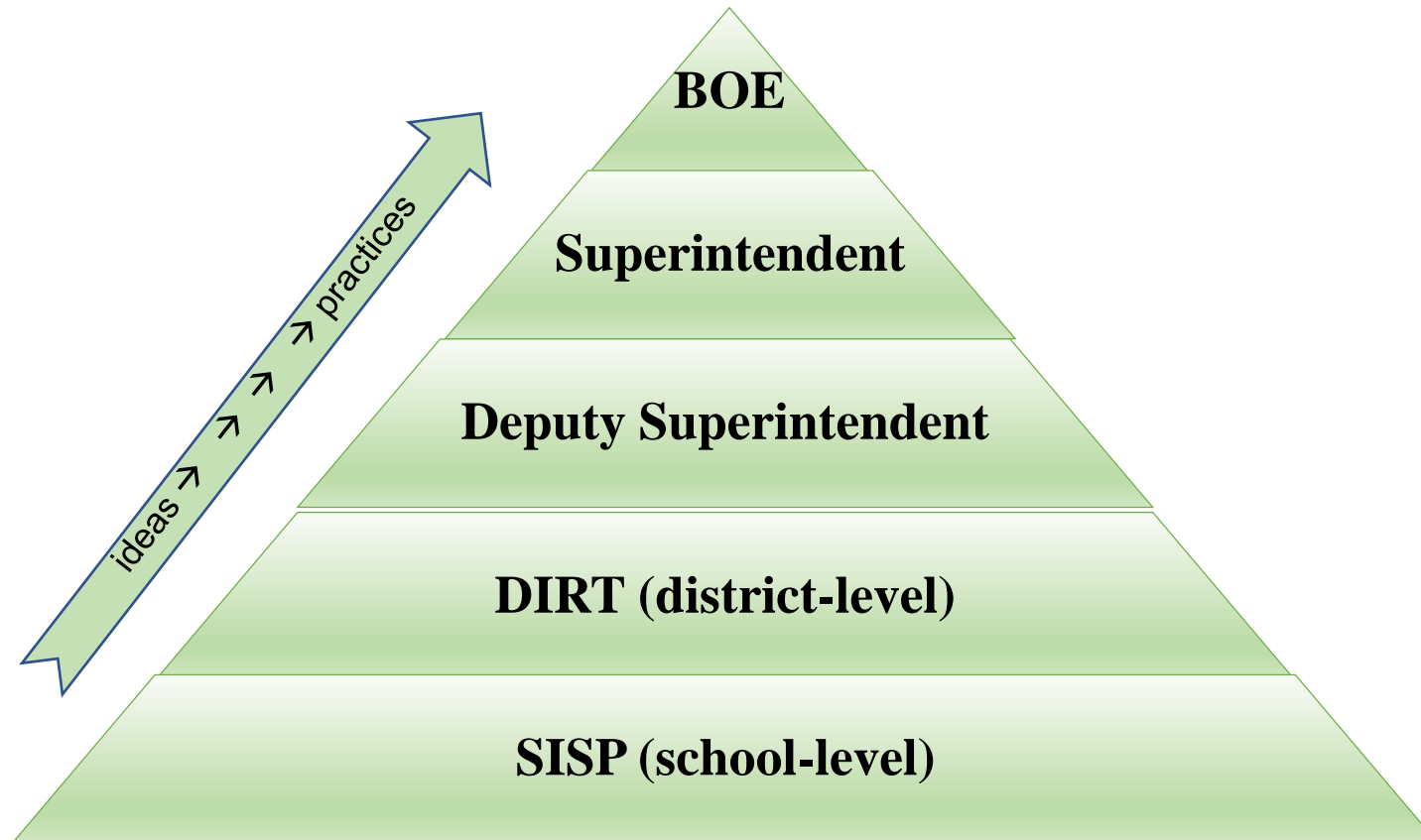
SCHOOL LEVEL TEAM



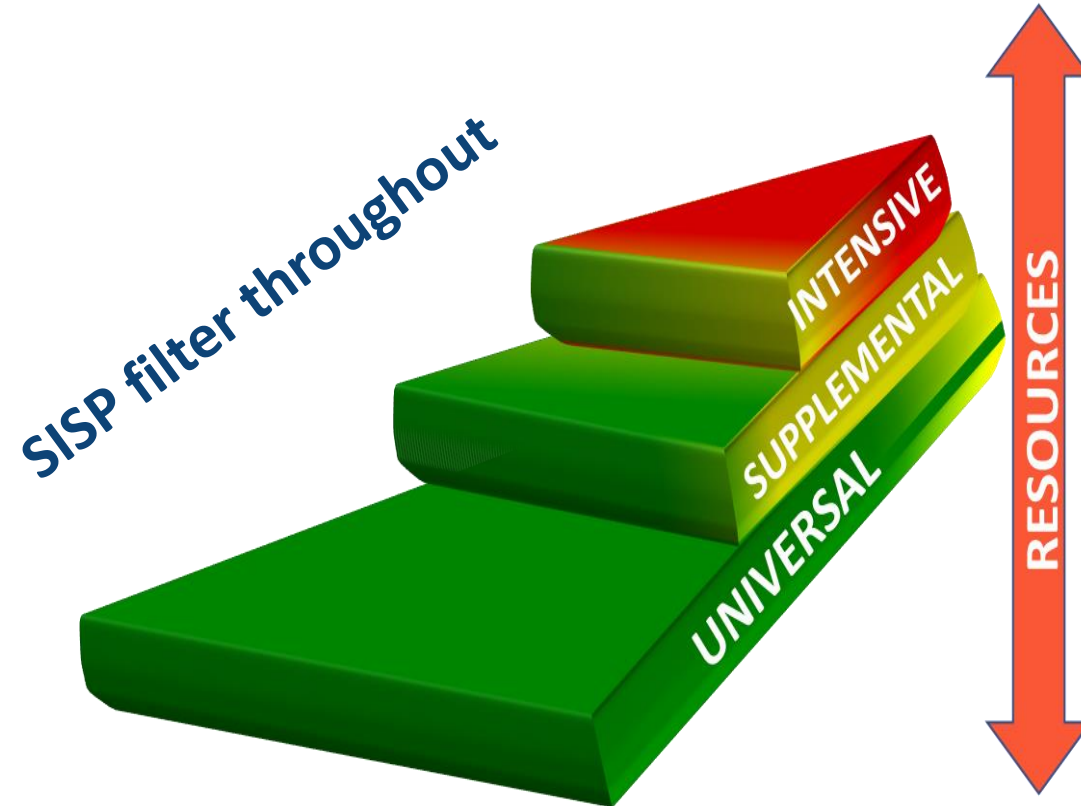
Each SISP reports to their respective supervisor from their specific discipline of practice

Note: this structure mirrors the teaming structure at the district level

Systems-Level SISP Infrastructure:



School-Level SISP Infrastructure: *Within an MTSS framework of support*



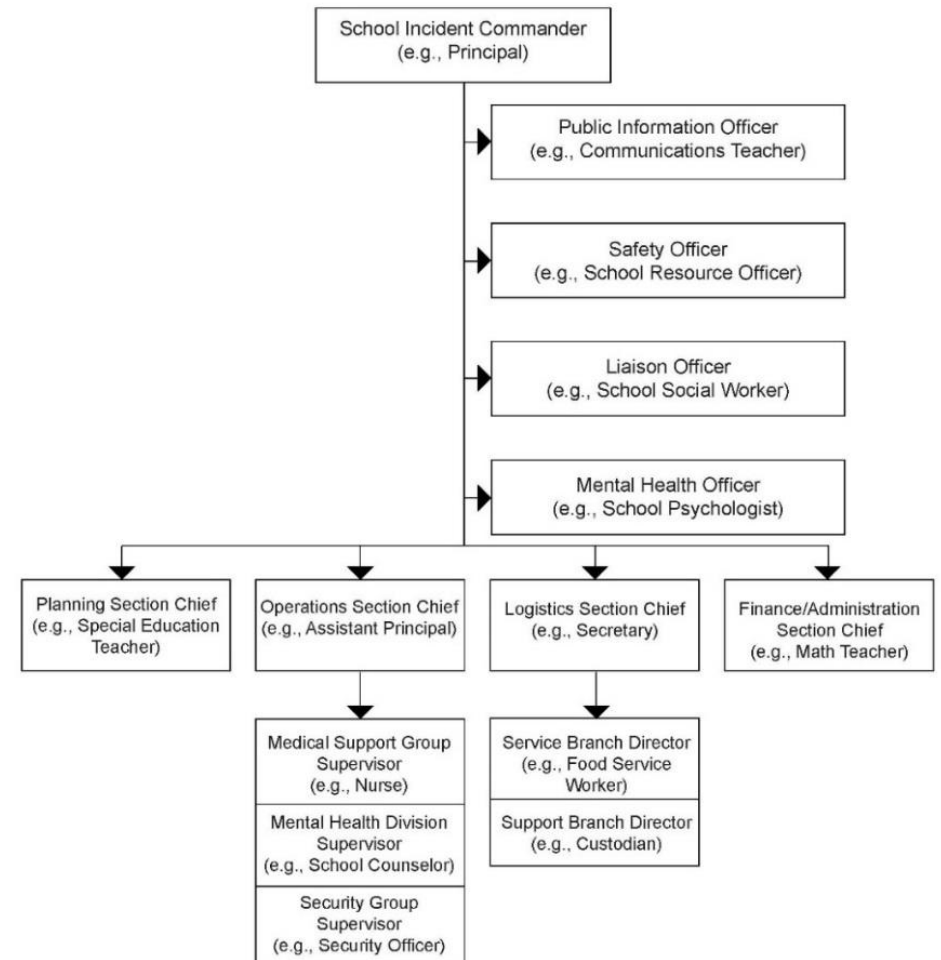
The PREPaRE Model

The National Association of School Psychologist's PREPaRE model is a comprehensive framework to address crisis prevention, intervention and recovery

The model focuses on physical and psychological safety simultaneously

The district's implementation of the PREPaRE model required collaboration among SISP, administrators, and SROs

WS1 Handout 7: School Incident Command System





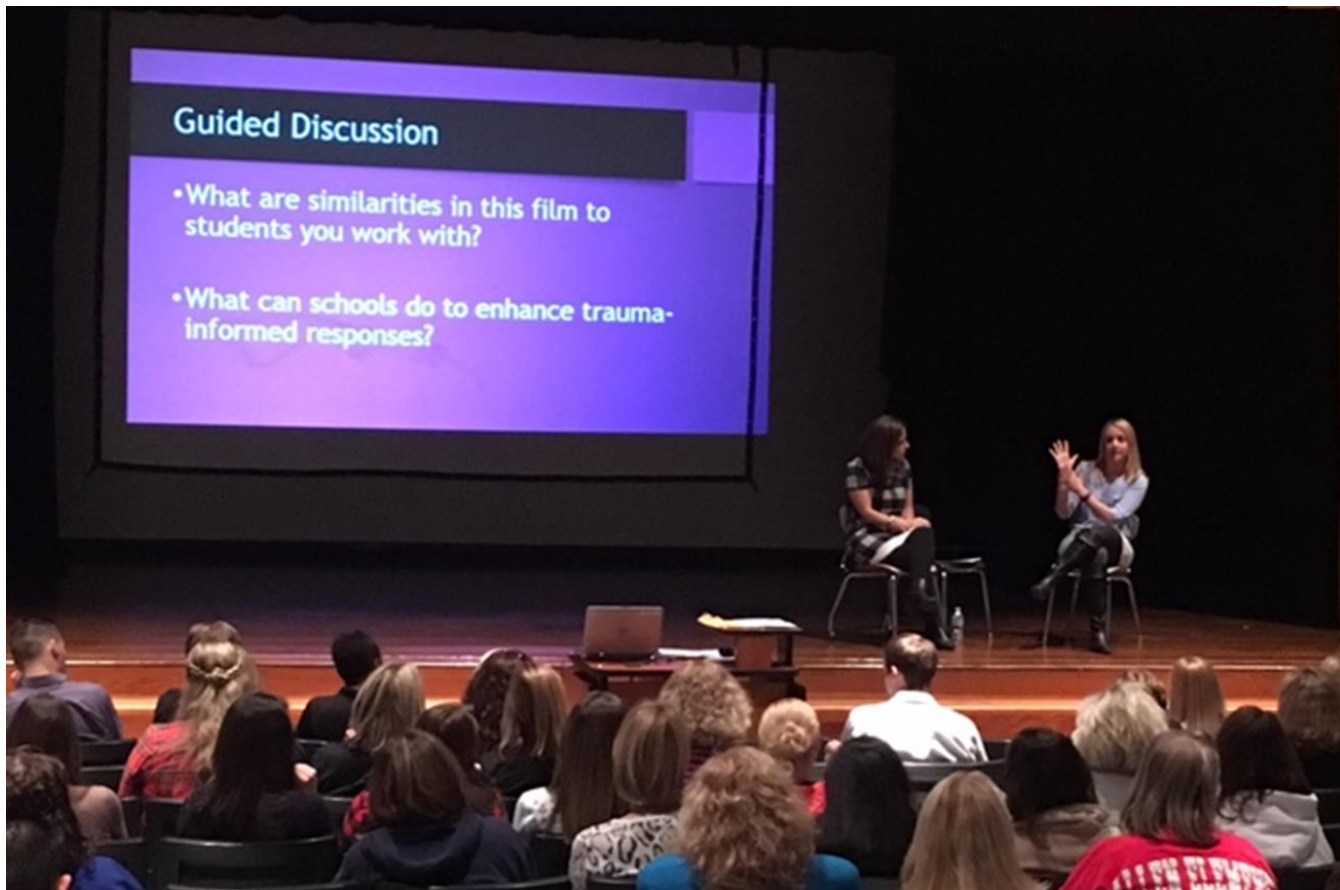
Agree on a unified vision for the organization for the SISP model

Establish monthly SISP meetings with overlapping information and joint problem-solving

Create professional development for district staff

1. Create a unified system
- 2. Share your priorities & work smarter**
3. Foster collaboration
4. Discourage "Group Think"





Guided Discussion

- What are similarities in this film to students you work with?
- What can schools do to enhance trauma-informed responses?

Create multi-disciplinary projects

Cross-train and cross-coach

1. Create a unified system
2. Share your priorities & work smarter

3. Foster collaboration

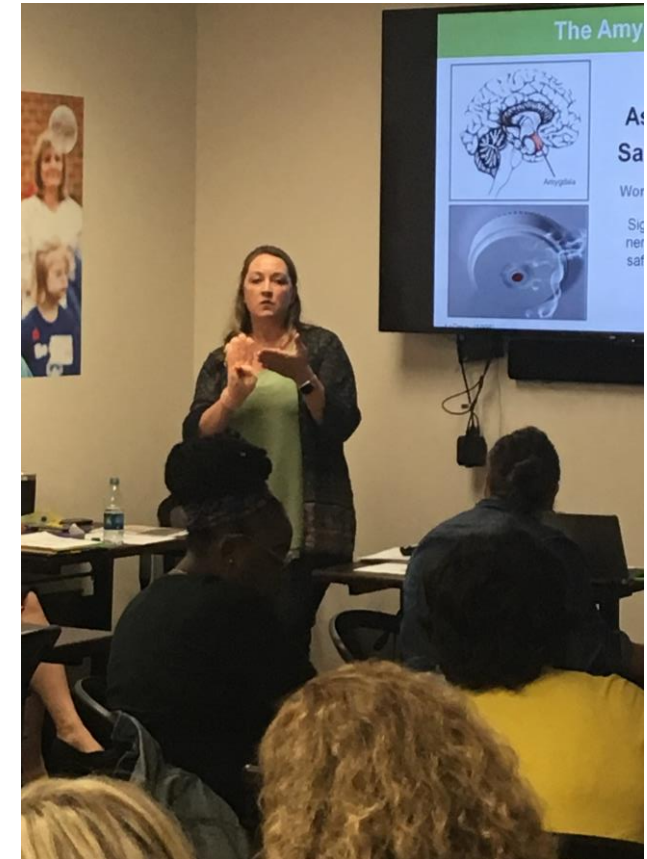
4. Discourage “Group Think”

Shift in Focus: Capacity Building

Historically, professional development was not necessarily targeted to the needs of SISP staff

When training was offered on mental health or trauma those activities were fragmented

Within the last three years SISP have been required to attend trauma-informed training for our staff



Student Services

- Student Services Home Page
 - Student Services Calendar
- Family Education
- School Counseling
 - Resources
- Student Enrollment
- School Health
- School Social Work
- Counseling as a Related Service Staff Resource Page
- McKinney-Vento
- Cabarrus County Schools Mental Health & Wellness Resource Page
- Student Exchange
- Middle School Day Treatment
- Student Surveys in Protected Areas
- Scholarships

Home > District Departments Student Services

BEST PRACTICE PROTOCOLS

[Addressing Suicide and Suicide Ideation](#)

[Addressing Suicide and Suicidal Ideation Spanish Version](#)

[Best Practice Non-Suicidal Self-Injury](#)

[Best Practice NSSI Spanish Version](#)

[Pregnancy and Parenting Students](#)

[Threat Assessment Flow Chart](#)

[Administrator Brief Screener](#)

[Threat Assessment and Intervention Plan](#)

For Best Practice in Hospital Re-Entry Please Refer to the Following Documents:

[Post Hospitalization Return to Learn](#)

[Post Hospitalization Privileged Consent](#)

[Post Hospitalization CFTM](#)

Mandatory SISP Training

Mandatory 3 Year Cycle for SISP

National Child Traumatic Stress Network: Trauma Toolkit

PREPaRE 1 & 2

Human Trafficking

Grief and Loss

Reconnect for Resilience



Additional Relevant Professional Development

Best Practice Models Offered

Support for Students Exposed to Trauma

Cognitive Behavioral Therapy in Schools

Dialectical Behavioral Therapy

Seeking Safety

Mental Health First Aid



Partnerships to Address Mental Health Needs

Mental Health Provider Registry

- Supports informed referrals
- Empowers families

Elementary & Middle School Day Treatment

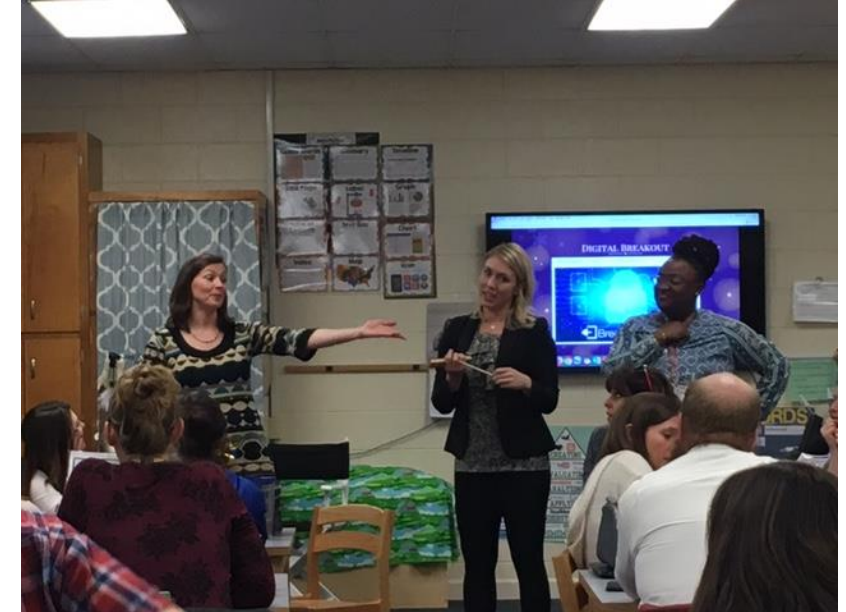
- Evidence-based
- Trauma informed programs

Memoranda of Understanding

- Therapeutic Agencies
- Department of Human Services
- Daymark/Mobile Engagement

Designation of a *SISP Mental Health Contact*

- **One SISP at each school is identified as the MH Contact**
 - Quarterly meetings
 - Specialized trainings
- **MH Contact helps to organize the work**
 - Streamlines district communication
 - Helps schools know and solidify their operations
 - Coordinates appropriate level of Mental Health response during a crisis



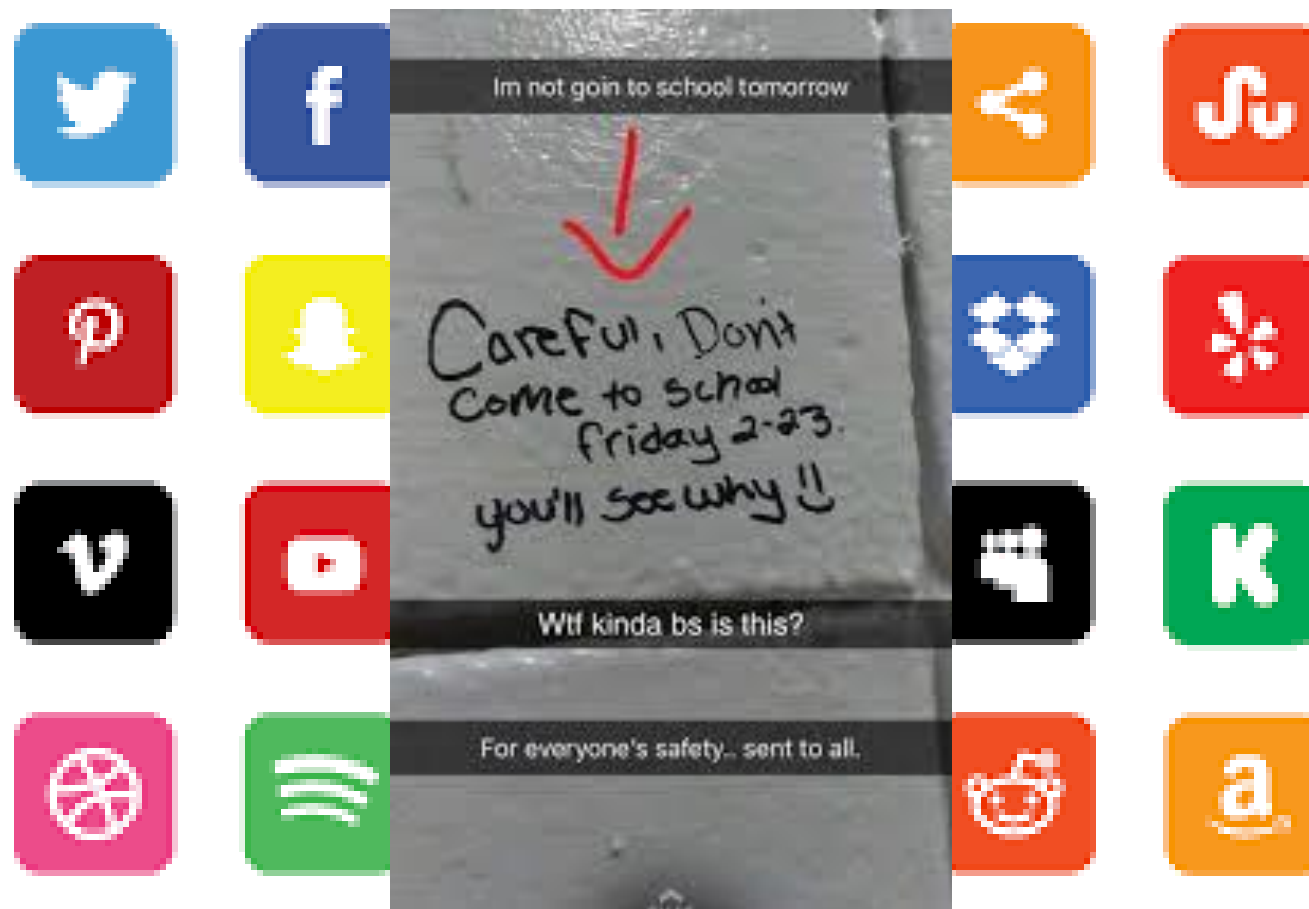
Preventing School Violence through Threat Assessment

PREPaRE Curriculum

- Physical Safety
- Psychological Safety

Threat Assessment

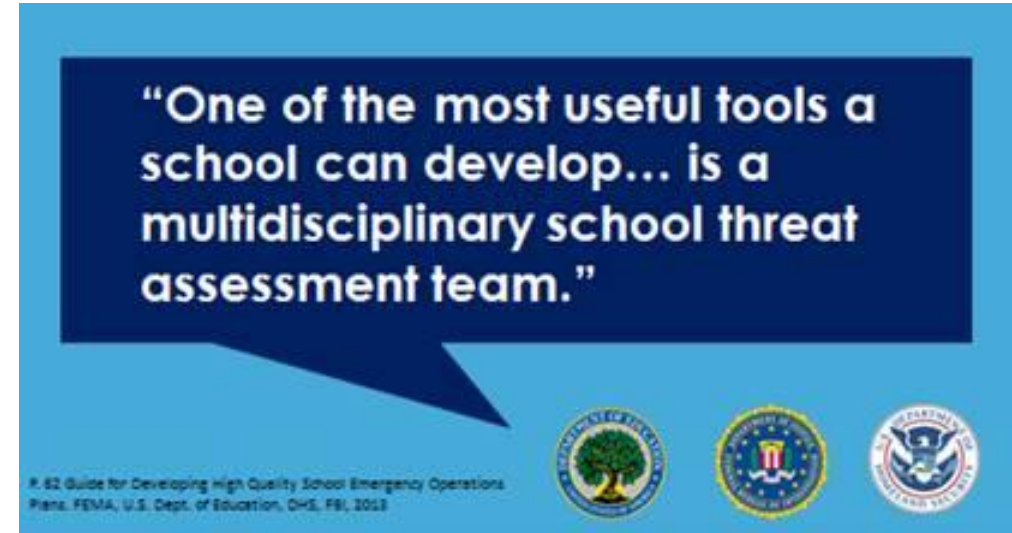
- Screener (ABS) and
- Comprehensive Assessment (TAIP)



Threat Assessment and Intervention Plan (TAIP)

- Used by PREPaRE trained districts
- Developed in conjunction with Melissa Reeves, author of PREPaRE
- TAIP has served as an evidence based tool in protecting students and schools
- Tested in court
- Exhaustively reviewed by your District Mental Health and Wellness Team
- Reviewed by Deputy Superintendent
- Approved by CCS BOE Attorney

Original sources of content: Copyright © 2010 Melissa A. Reeves, Linda M. Kanan, and Amy E. Plog. From *Comprehensive Planning for Safe Learning Environments: A School Professionals Guide to Integrating Physical and Psychological Safety – Prevention through Recovery*



Administrator Brief Screening (ABS)

- Administrator (and usually SRO) complete it
- Quickly determine if the threat is *transient* or *substantive*
- If substantive, Administrator pulls in members of the SISP Team to conduct a comprehensive threat assessment



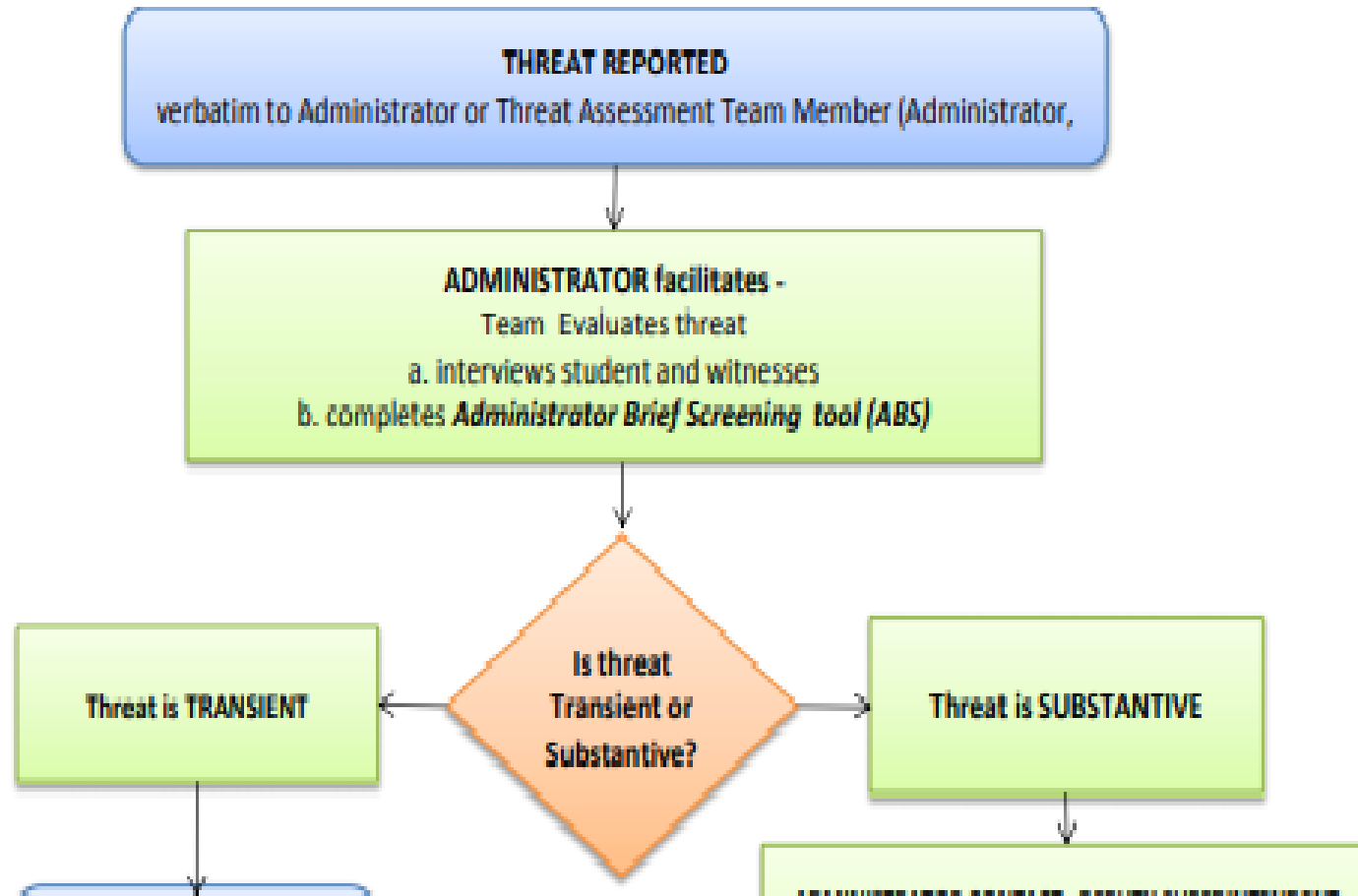
Threat Assessment – Administrator Brief Screening (ABS) Tool

Administrator facilitates completion of the ABS with input from team as needed.

Student Name:	School:	DOB:	Today's Date:
Does the student have an IEP or 504? No ____ Yes ____		Disability Area:	Grade: Gender:
Date/Time and Description of Incident:			
Reason for Screening:			
Threat assessment team members (Administrator, SRO, Student Support Staff and/or others). Complete both sides of the threat assessment before making a final decision regarding threat to safety. Attach additional information if needed. For highlighted items, or if you have questions at any time, contact law enforcement (SRO) and Deputy Superintendent, Lynn Rhymer 704-791-1640.			

Question	For the student above, check Yes, No or ? (if you need more information)	Yes	No	?
1	Communicated intent to harm others? (includes verbal, non-verbal, electronic, written, pictures, gestures, social media) Specify:			
2	Expressed thoughts of hurting self (i.e., suicidal ideation)? Specify: *Must also conduct Suicide Risk Assessment			
3	Expressed thoughts of homicide/seriously hurting others? Specify: *If Yes, there is a duty to contact law enforcement and to warn others.			
4	Indicated a plan to harm or kill others now or in the near future? Specify: *If Yes, there is a duty to contact law enforcement and to warn others.			
5	If there is a plan, is the plan detailed (materials, means, and method)? Specify:			
6	If there is a plan, is the plan specific (time and location)? Specify:			
7	Taken any steps or actions to injure or kill others so far? Specify:			
8	Has access to guns/weapons (i.e., at home, at relatives)? Specify: *If Yes, there is a duty to contact law enforcement (SRO)			
9	Expressed strong motivation or reasons for the planned violence? Grievances? Specify:			
10	Had a recent death of loved one or a significant loss (i.e., breakup of a romantic relationship)? Specify:			
11	Previously practiced violent acts or carrying out the plan? Specify:			
12	Demonstrated recent, dramatic changes in mood (e.g., change from depression to contentment, happiness to depression, etc.)? Specify:			
13	Has a history of mental illness (i.e., depression, conduct, or anxiety)? Specify:			
14	Has reported delusional ideas, feelings that others are out to get him/her? Explain:			
15	Has reported hallucinations where someone is commanding him/her to do something? Explain:			
16	Has expressed feelings of hopelessness, helplessness, and/or despair. Specify:			
	Total checkmarks in columns:			

Threat Assessment Process




Principal:
Targeted violence is the result of an underlying condition. School professionals responsible for assessing threats should use specific principles to conduct a fair and nonbiased assessment of behaviors.

When conducting a threat assessment:
Consider the individual, the situation, the setting, and the target. Keep an investigation focused on facts and behaviors. Use information from multiple sources. Consider the extent of the threat by asking, "Is this student capable of carrying through with an attack?"

Threat Assessment Intervention Plan (TAIP)

The TAIP serves *three* important functions:

- Determine who is at risk (*identify*)
- Determine how severe the risk is (*assess*)
- And then provide appropriate supports and interventions (*manage*)

 Cabarrus
County Schools

Threat Assessment and Intervention Plan (TAIP)
*To be administered by CCS Student Support Professional

Student: _____ Grade: _____ Age: _____ Date of Birth: _____

School: _____ Date of Incident: _____ Time: _____

Area(s) of Service: Exceptional Children: Area of Eligibility: _____
 504 Plan: Area of Eligibility: _____
 Academically/Intellectually Gifted
 English as a Second Language
Name of Case Manager (if applicable): _____

Referral Source (who referred the individual for risk assessment): _____

Reason for Assessment: (Describe the cause for concern to *include specific behaviors/comments heard or reported*)

Student directly or indirectly threatened to harm person, group, and/or entire school

- Artistic, written, or symbolic expression with disturbing and/or violent content is presented
- Belief or evidence that someone may possess a weapon on campus
- The student is demonstrating imminent warning signs or a cluster of early warning signs
- Student makes threat to harm or kill self (along with indicators of harm to others)
- Student has escalating pattern of behavior that has been resistive to intervention at school
- Other information/data obtained: _____

For best practice, review and complete ALL of the following seven steps:

1. Assemble the school crisis team and determine facts. If there is risk of imminent danger, contact the



Promote problem-solving within PLCs

Encourage leaders to model disagreement

1. Create a unified system
2. Share your priorities & work smarter
3. Foster collaboration

4. Discourage “Group Think”



District-Level Barriers and Challenges



Initial buy-in took
internal restructuring
and rethinking of
traditional roles

Lack of understanding of
*SISP comprehensive
service delivery* by key
stakeholders

Cross-departmental
confusion

Funding sources



“Wait, what...?!” mentality

Fear of “losing value” in their scopes of practice

Territorial issues among “newly-brothered” SISPs

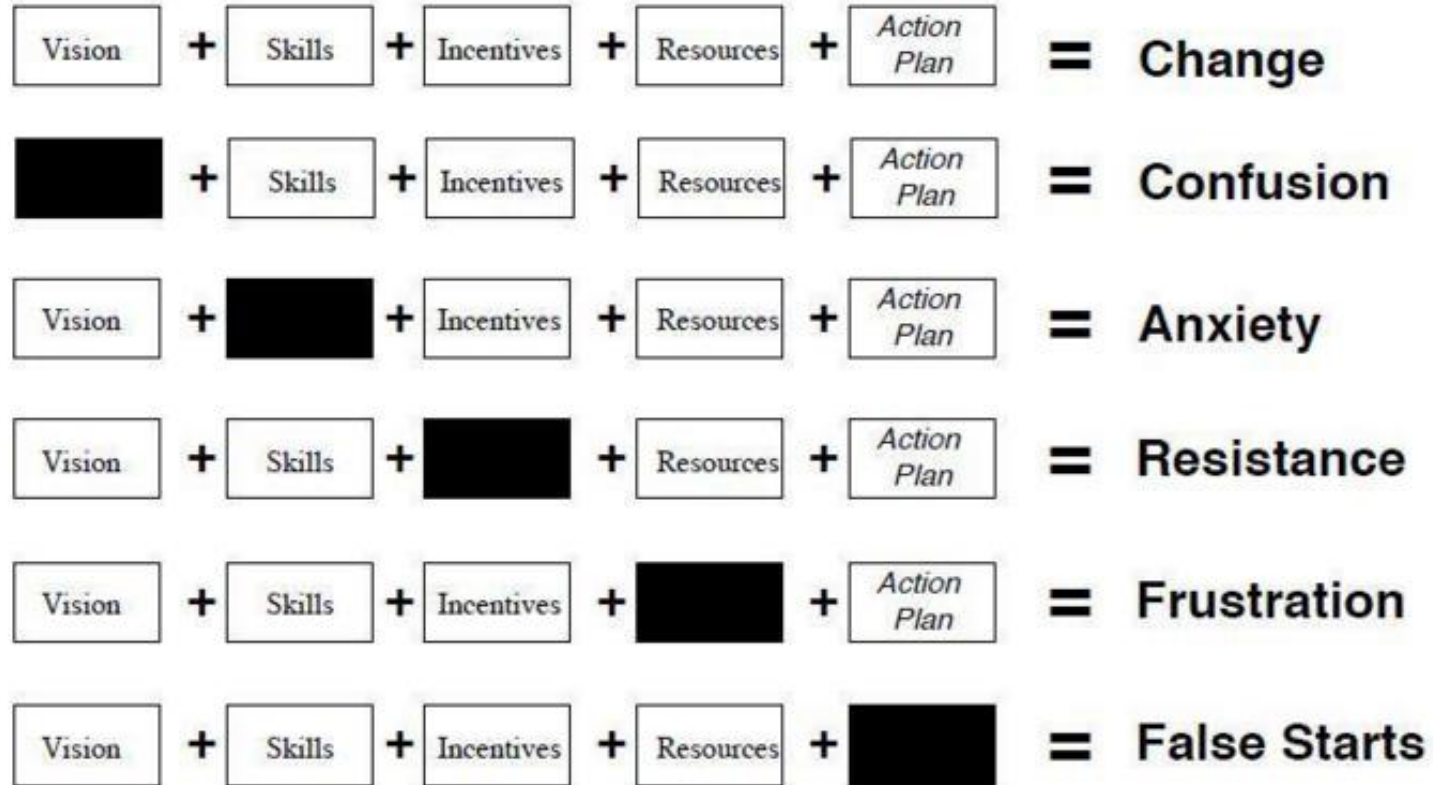
SISPs are drowning vs teaching people to swim due to the intense level of student need and strained SISP:Student ratios

(think “*fractured* framework of support” here)



Practitioner-Level Barriers and Challenges

Managing Complex Change



Adapted from Knoster, T., Villa R., & Thousand, J. (2000). A framework for thinking about systems change. In R. villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

Between growth, the School Mental Health Personnel Grant, and funding through our County Commission we have added 20 positions over the last three years

- | | | |
|-----|------------------------------|--|
| 5.5 | High school counselors | (3 from SMHP Grant, 1 from County Commission, 1.5 from Growth) |
| 2.5 | Middle school counselors | (All from Growth) |
| 1.5 | Elementary School Counselors | (All from Growth) |
| 8.5 | School social workers | (4 from County Commission, 2.5 from Growth, 2 from SMHP grant) |
| 2 | School psychologists | (Both from County Commission) |







Considerations



Feedback
from the
field...



Recommendations





Q&A Session

Contact Information

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amy.lowder@cabarrus.k12.nc.us

John Basilice, Director of Student Services

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