

District Perspectives Leveraging NCMTSS and Innovations to Promote Positive Outcomes for Students

*Rockingham County Schools
North Carolina Social and Emotional Learning Implementation Team*

State Board Education Strategic Plan Goals

- **Goal I-** Eliminate Opportunity Gaps by 2025
 - Objectives 1, 2 and 4
- **Goal II-** Improve school and district performance by 2025
 - Objectives 2-9

Operation Polaris

- To support Operation Polaris, the development of both adult and student social and emotional competencies within a multi-tiered system of support is critical and connected with each of the four satellites, including literacy, student support services, accountability and testing, and human capital.

State Board of Education

Definition: Equity

The State Board is committed to delivering equitable opportunity to every student in North Carolina, bearing in mind that “fair” is not always “equal”, and equal is not always equitable. Therefore, “Educational Equity” is the belief and practice of ensuring that every student is treated in a fair and just manner, providing the necessary allocation of resources for the success of every student, and eliminating discriminatory barriers to full participation and opportunities for every student.

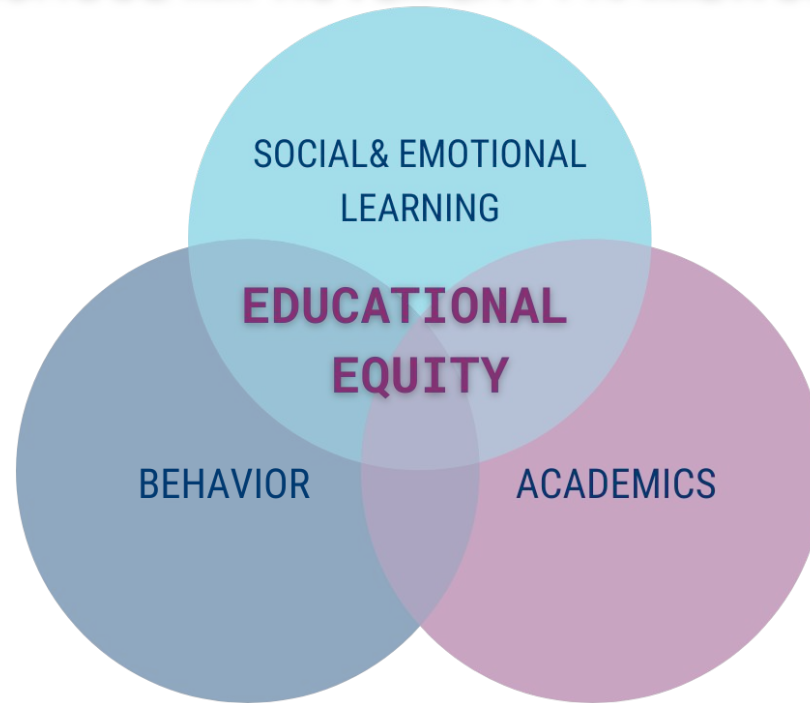
Welcoming Inclusion Activity

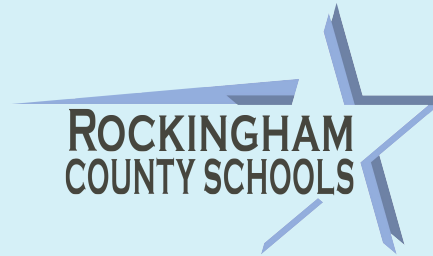
Engaging Strategy: Thoughts, Questions, and Epiphanies



MTSS

SCHOOL IMPROVEMENT FRAMEWORK





ROCKINGHAM COUNTY SCHOOLS AWARE/ACTIVATE

**Building a Full Continuum of Social Emotional WellBeing & Mental Health Supports
For Each and Every Student!**

**Stephanie L. Ellis, Ed.D., NCSP; RCS Executive Director of Behavioral Health, Crisis Intervention, and Student Safety
Rodney Shotwell, Ed.D.; RCS Superintendent**

A young child with light brown hair is standing in a forest, holding a large, vibrant orange autumn leaf in front of their face. The child is wearing a blue and white patterned sweater. The ground is covered in fallen leaves, and the background is a dense forest of trees. The text "It is always about the children." is overlaid on the image in white, bold font.

It is always about the children.

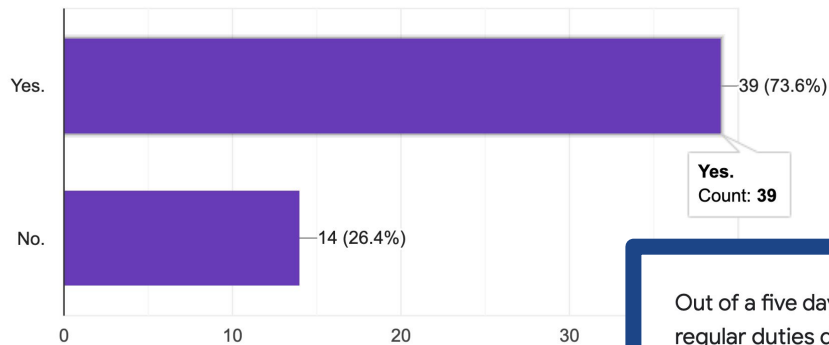


**All learning is social.
All learning is emotional.**

RCS Specialized Instructional Support Personnel (SISP) Survey

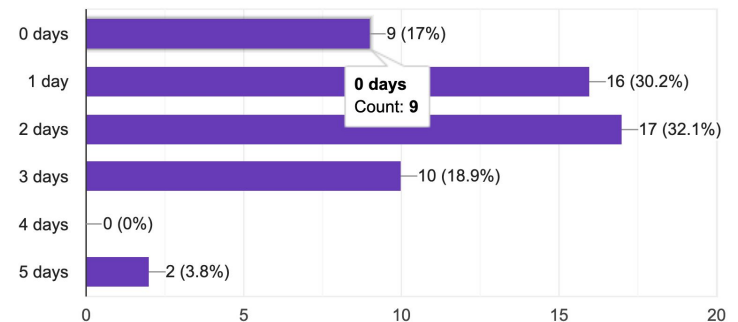
Suicide and Threat Assessments impact my ability to complete my other job duties.

53 responses

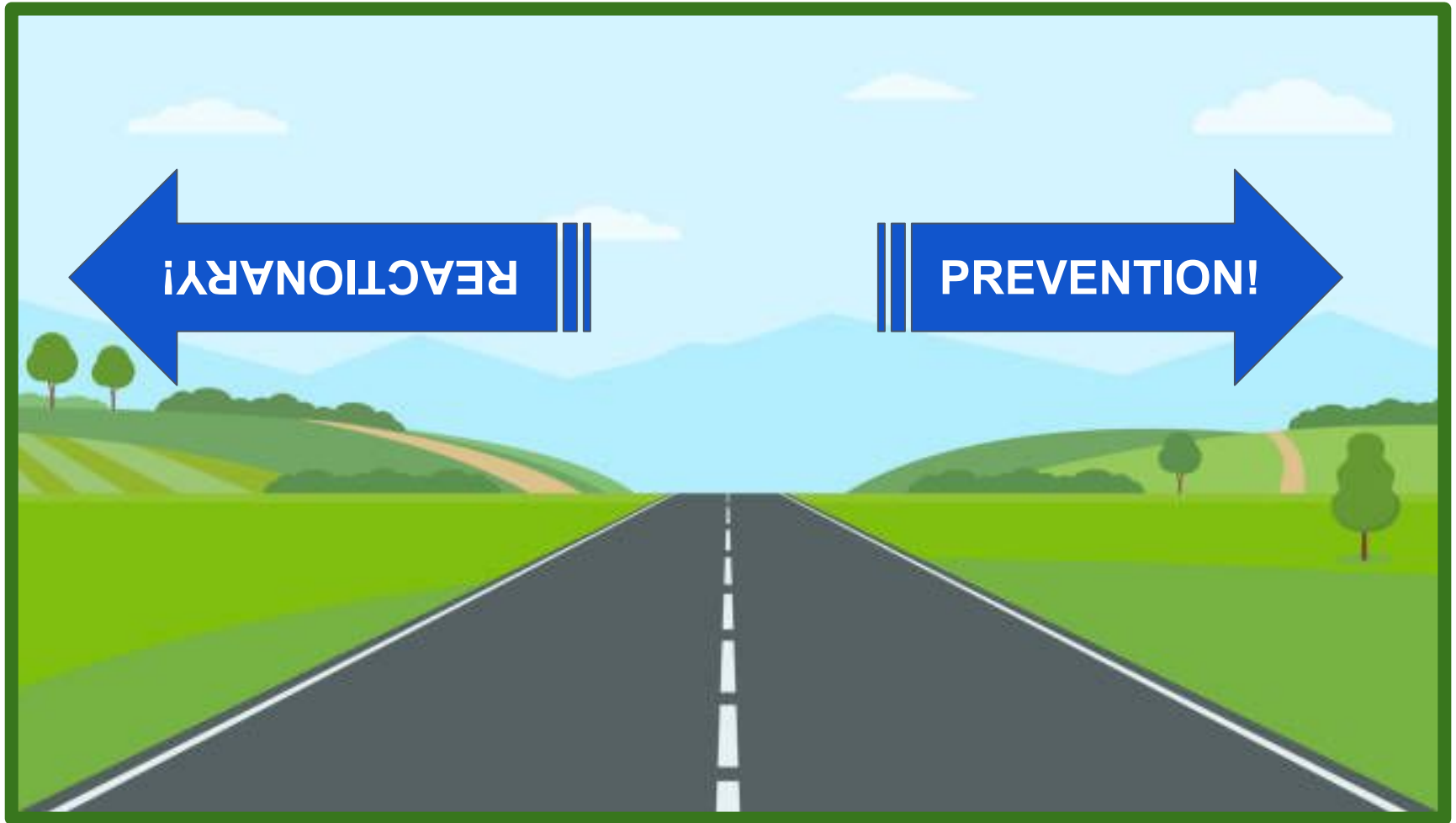


Out of a five day work week, how many days would you say you are unable to complete your regular duties due to participation of suicide and threat assessments.

53 responses



PREVENTION MINDSET!



Vision

Recognizing the importance of emotional well-being and mental health in supporting academic success, improved behavior and school culture, and social skill development for success in college, career, and life, Rockingham County Schools, through a collaborative and comprehensive approach will create access to a full continuum of high-quality and well-coordinated social-emotional and mental health services for each and every student.



RCS Behavioral Health and Emotional Well Being Goals

Project Activate/Aware Goals

Goal One: Improve behavioral and psychological indices of school engagement and decrease school disciplinary events for preschool through 12th grade by implementing universal prevention activities within a Multi-Tiered System of Support.

Goal Two: Reduce school dropout, rate of attempted suicide, and substance use by increasing the number of at-risk students receiving supplemental and intensive mental health and substance use supports within a Multi-Tiered System of Supports.

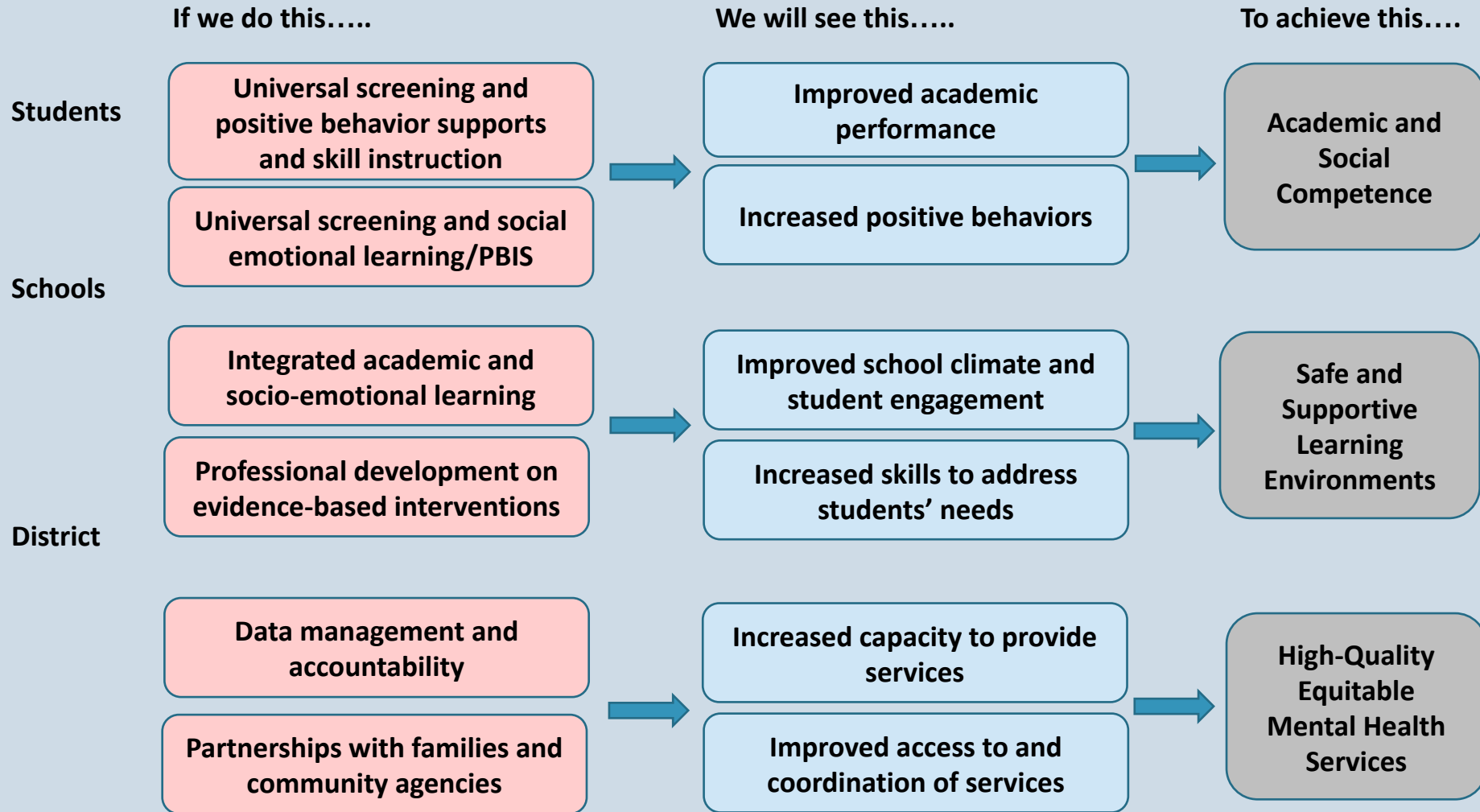
Goal Three: Improve coordination and sustainability of mental health supports and services through increased family and community agency engagement.

Goal Four: Increase the knowledge and effective practice of all school staff in recognizing and responding to student mental health needs.





Rockingham County Schools Mental Health Continuum of Supports Goals



Collaboration with support for families, Aligned district initiatives and policies, Data-Based Decision Making, Consultation and Collaboration, School and District Leadership, Student-Centered, and Differentiated Instruction



RCS Behavioral Health and Social Emotional Framework

RCS Behavioral Health and SEL Continuum of Supports
Preschool, Head Start, K-12

Specialized Services

RCS Mental Health Advisory!

Rockstar Mental Health Partnerships!

Intensive Tier 3

- Individual Counseling
- Case Management
- Crisis Response/BETA Team

Supplemental Tier 2

- Solution-Focused Groups
- Social Skills and Counseling Groups
- Check In/Check Out Intervention
 - Mentoring

CORE/Universal Tier 1

- Social Emotional Learning and Student Voice
- Core SEL and Behavioral Health Practices
- Professional Development in Mental Health
- Community Resiliency Model and Trauma Informed Practices

Intensity and Expertise

Weekly Progress Monitoring
Monthly Screening

Foundational Practices of Mental Health Services

- Students First
- Data Based Decision Making
- Consultation and Collaboration
- Research-Based Practices (PBIS)
- Inclusive Practices
- Partnerships





SAFE@RCS! **SAFE TO SCHOOL. SAFE TO HOME.**

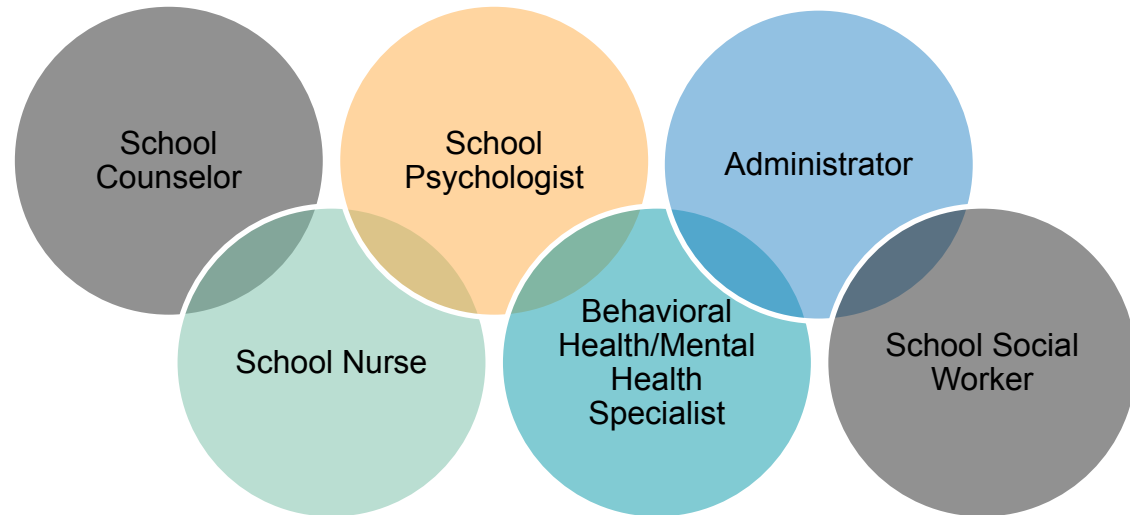




Utilize the Specialized Instructional Support Personnel (SISP) MODEL to Maximize Our Time and Efforts!

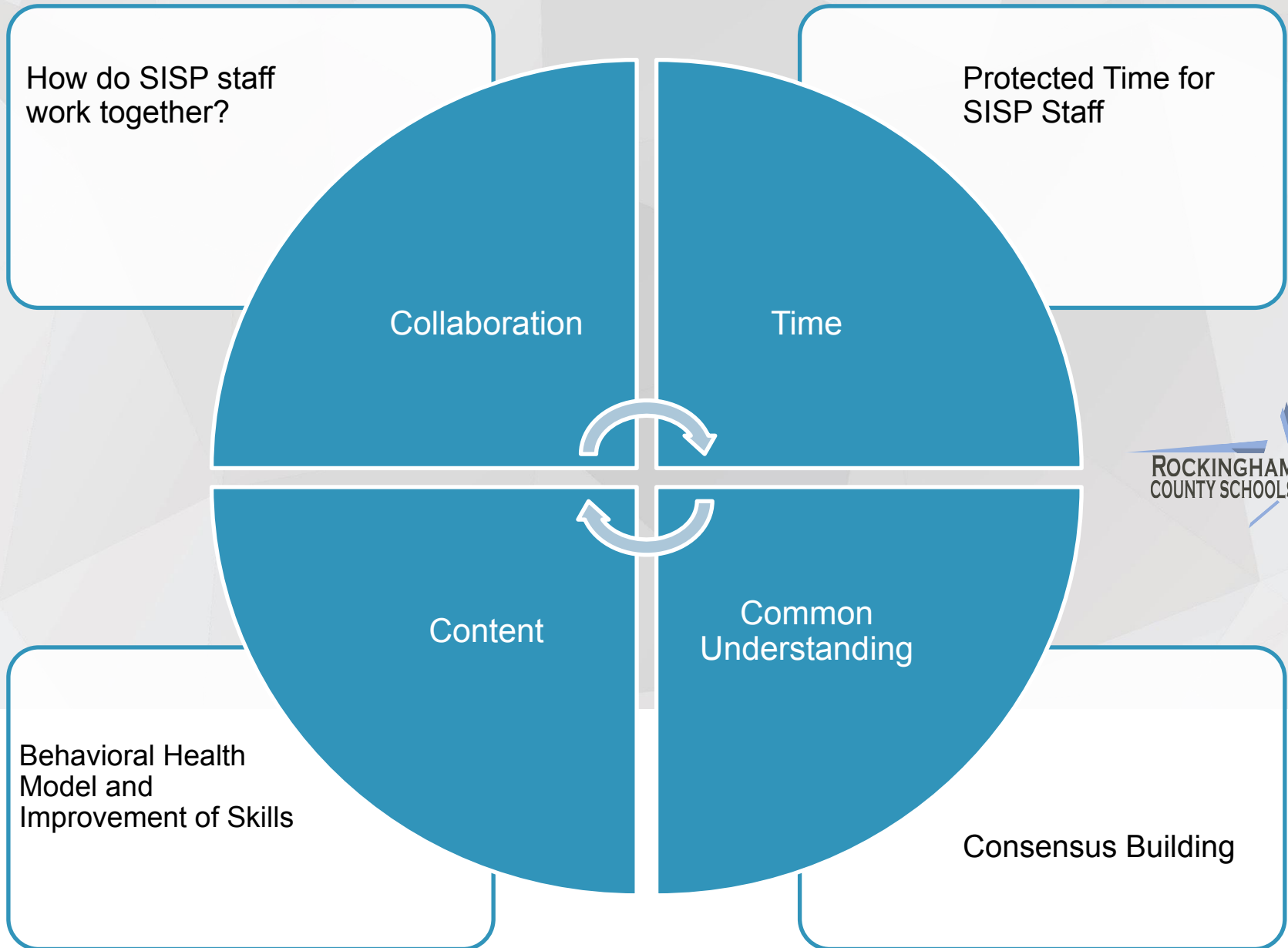
Who are the SISP Behavioral Health District Integrated Response Team Members at Schools?

Social Emotional and Mental Health Needs Cross-Disciplinary Model
Ensuring collaboration and coordination of services
Behavioral Health PLC's Service Definitions
SEL/Behavioral Health/Crisis & Safety Matrix
Build Capacity!



Connection with families and support is a key role of this team to support social emotional and well-being!

Behavioral Health PLC for SISP!



Perspective Shift

Conventional

- People are bad.
- People need to be punished.
- People just don't care.
- We need to stop making excuses for people.
- **What is wrong with you?**

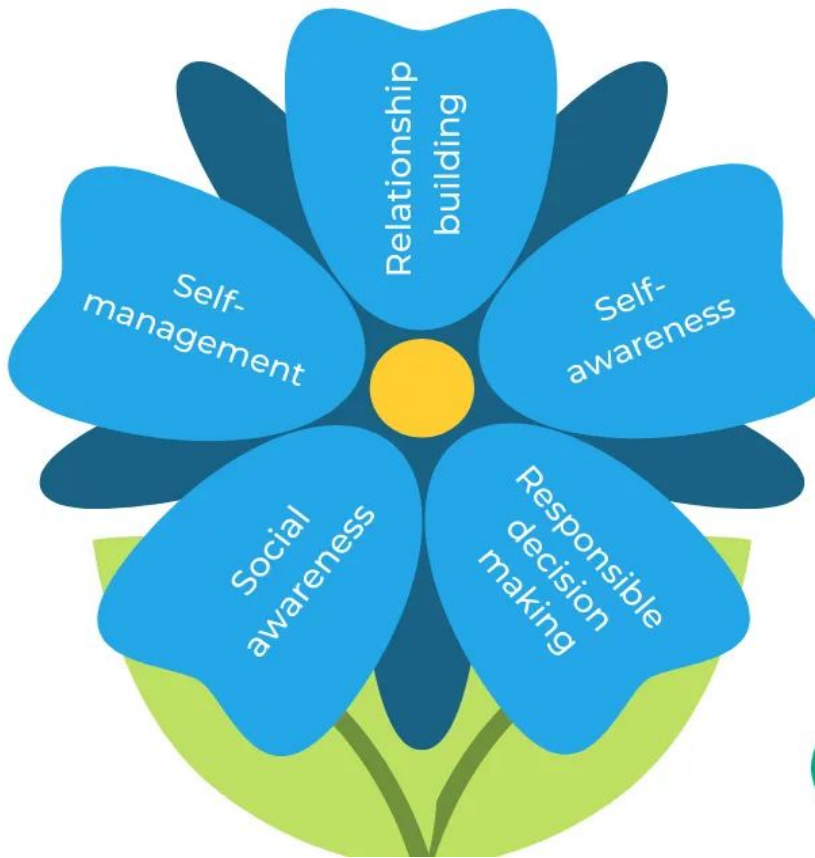
Trauma-Informed

- People are suffering.
- People need an effective intervention.
- Many people care but lack understanding and skills.
- We need to learn how trauma impacts a child's and adult's development.
- **What happened to you?**

Resiliency-Informed

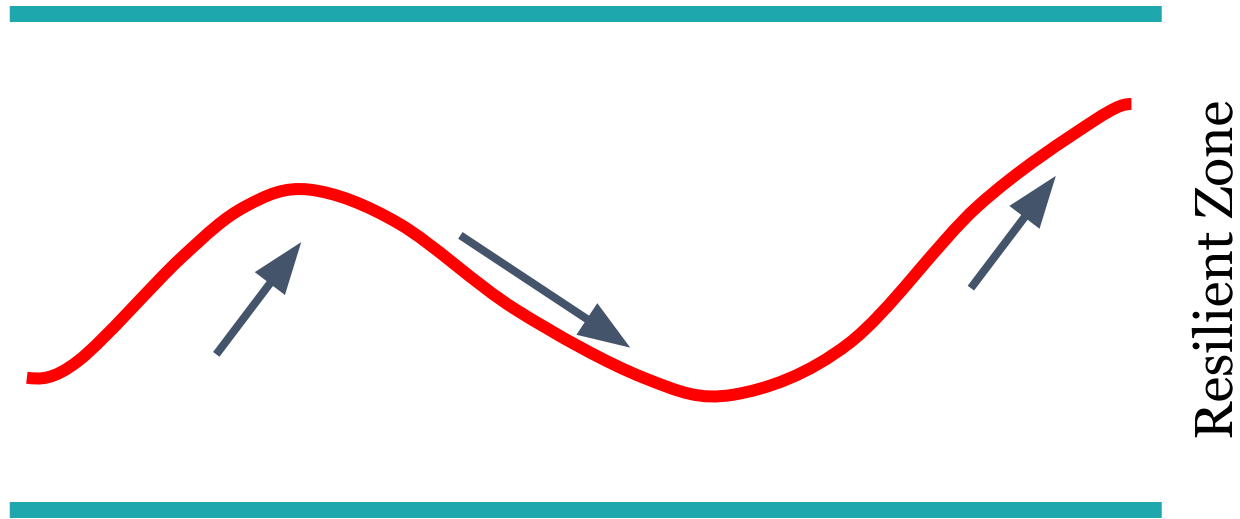
- People are resilient.
- People need our compassion as they learn new skills.
- Any person can learn self-regulation skills based on science
- We need to learn how skills of well-being can reduce suffering.
- **What is right with you? What are your strengths?**

Emotional Well Being Core Competencies



- ★ RCS developed Summer Acceleration Academy SEL lessons
- ★ SEL Scope and Sequence
- ★ SEL Lesson and Format
- ★ RCS SISP Roles and Responsibilities
- ★ Verification of SEL Lessons
- ★ Incorporate Wellness Skills to Build Resilience
- ★ RCS Behavioral Health and Crisis Supports

The Resilient Zone



Resilient Zone

GOAL: TO WIDEN YOUR RESILIENCY ZONE



What is Handle With Care?

If a law enforcement officer or emergency services encounters a child during a call, that child's name and three words, **HANDLE WITH CARE**, are forwarded to the school before the school bell rings the next day.

The school implements individual, class and whole school trauma-sensitive curricula so that traumatized children are "Handled With Care".

If a child needs more intervention, on-site trauma-focused mental healthcare is available at the school.

Help, Incorporated: Center Against Violence



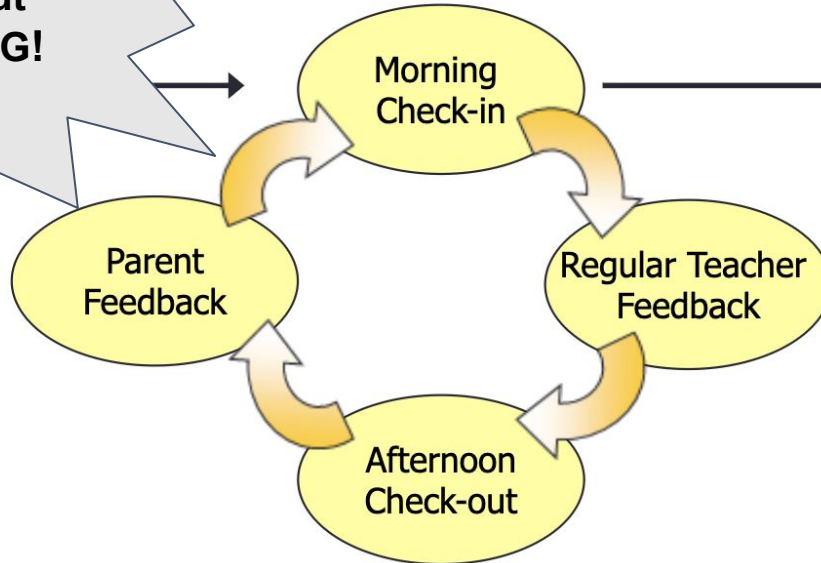
SquareOne
FAMILY JUSTICE CENTER

Check-In/Check-Out System

**CICO is about
CONNECTING!**

Student Recommended for CICO

CICO is Implemented



**CICO Coordinator
Summarizes Data
For Decision Making**

**Bi-weekly SBT Meeting
to Assess Student
Progress**

**Continue
Program**

**Revise
Program**

**Fade
Program**

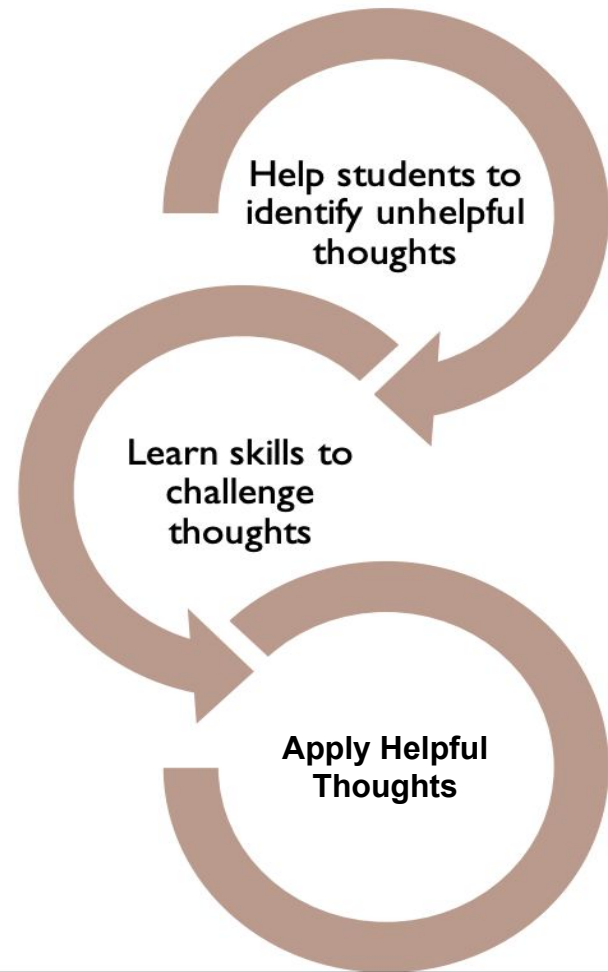
Supplemental and Intensive Supports

- Assign Supports through data based discussion in many arenas
 - Grade Level PLCs, Data Dives, and Behavioral Health District Integrated Response Team
- Behavioral Health District Integrated Response Team
 - Counselor
 - Psychologist
 - Behavioral Health Specialist
 - Social Worker
 - Administrators
 - Exceptional Children's Representative
 - Nurse
- RCS supports an integrated response to support students who need additional supports through:
 - Behavior Contracts
 - Check-in/Check-out
 - Mentorship
 - Small Group Counseling
 - Individual Counseling
 - Outside Referrals to Counseling Agencies
 - Behavioral & Emotional Therapeutic Intervention Assistance (BETA)



Individual Counseling for Students

- Involve Parents
- Whole Child Approach
- Help Students Build Skills



Specialized Supports and Classrooms



Therapeutic Learning Classrooms (TLC)

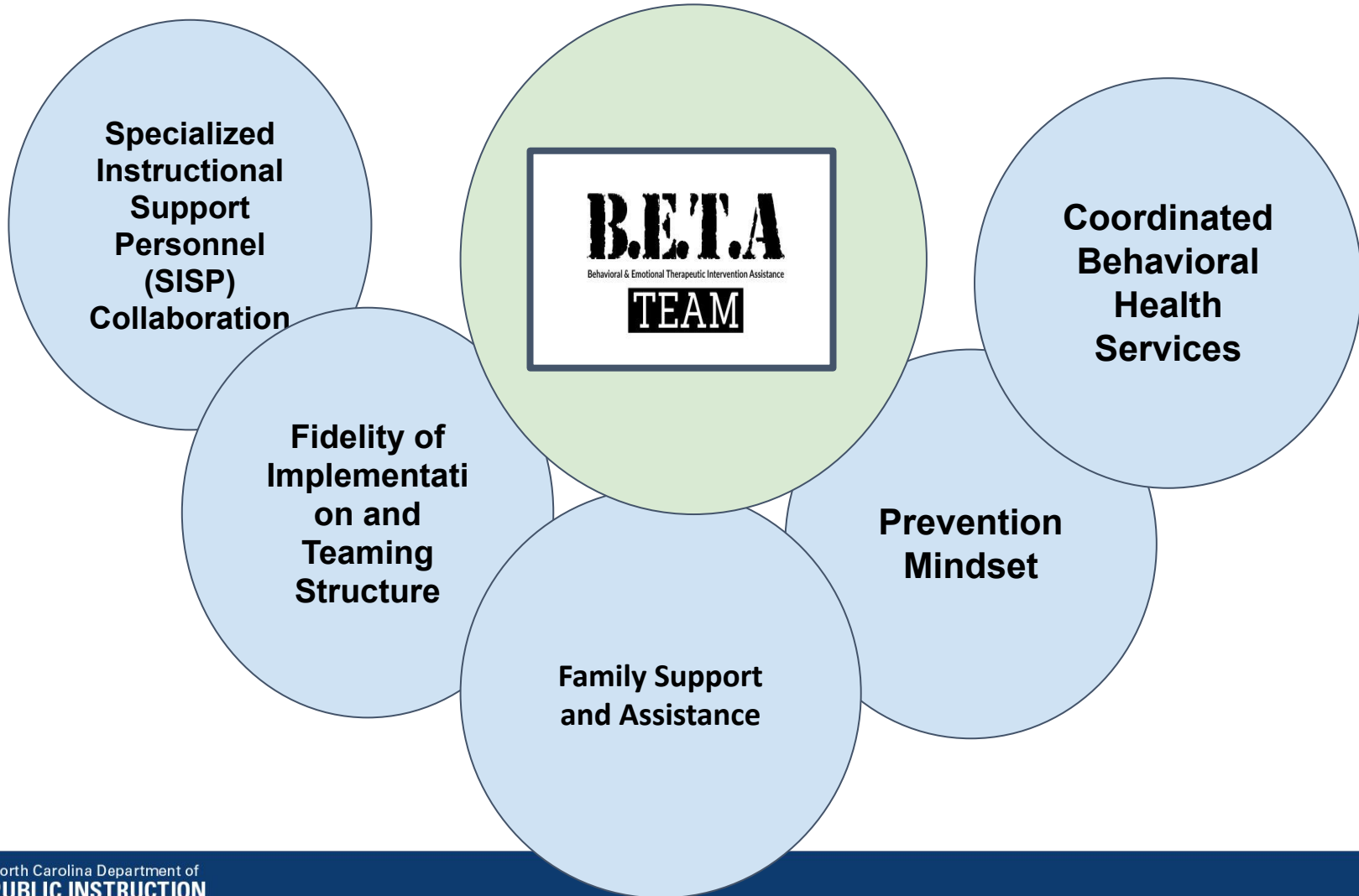
2 Elementary TLC Classes
2 Middle School Classes
1 Bridges HS Class



RCS Day Treatment Program

Elementary
Middle
High School

RCS Behavioral and Emotional Therapeutic Intervention Assistance Team (RCS-BETA)

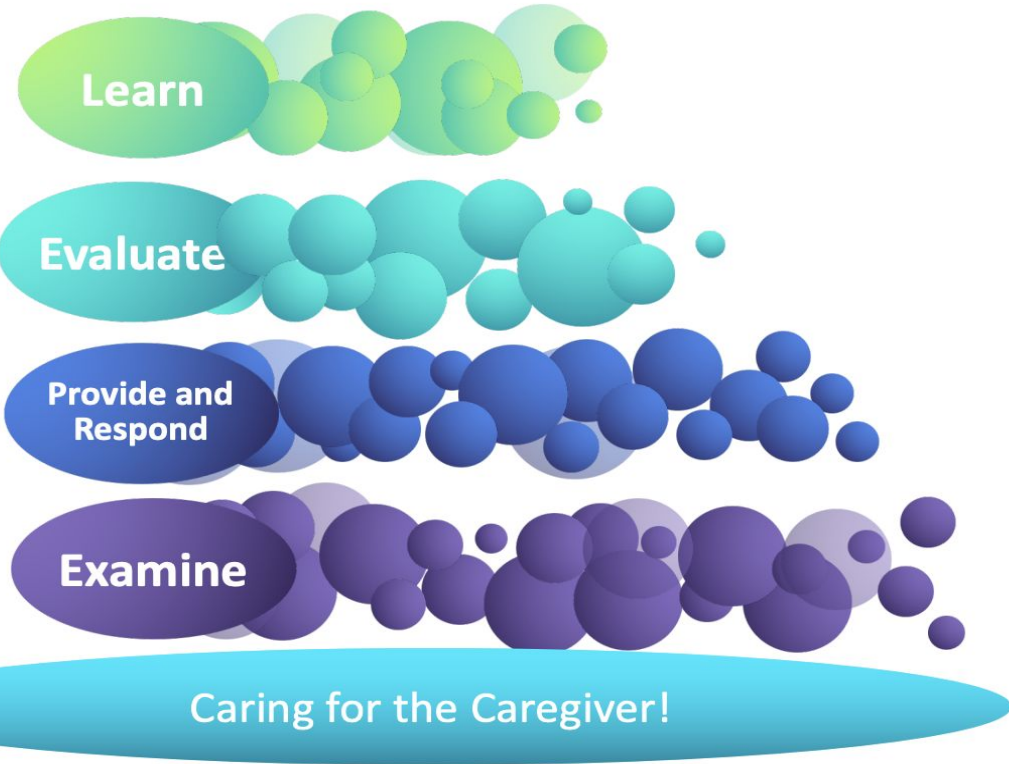


PREPaRE model

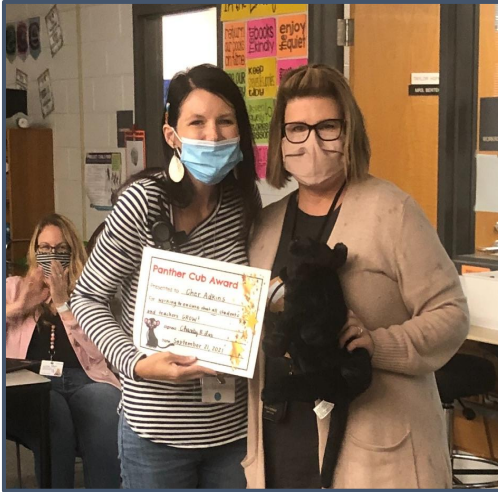
P	Prevent and prepare for crises
R	Reaffirm physical health & welfare and perceptions of safety & security
E	Evaluate psychological trauma risk
P	Provide crisis interventions
<u>a</u>	<u>and</u>
R	Respond to mental health needs
E	Examine the effectiveness of crisis preparedness

Mental Health and Crisis Intervention Training and Support

- **Background Knowledge**
- **Evaluating Psychological Trauma**
- **Providing Crisis Interventions and Responding to Mental Health Needs**
 - a) **Social Support**
 - b) **Psychological Education**
 - c) **Psychological Intervention**
- **Examining the Effectiveness of Crisis Preparedness and Crisis Response**
- **Caring for the Caregiver**



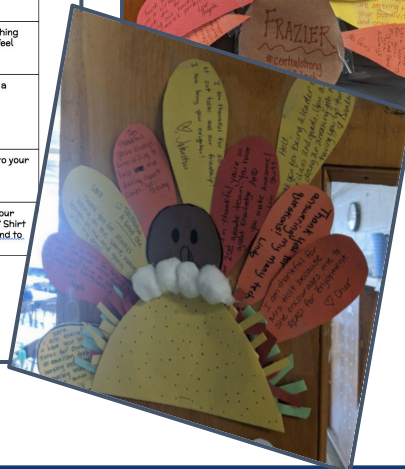
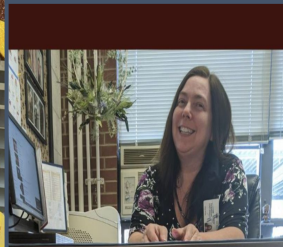
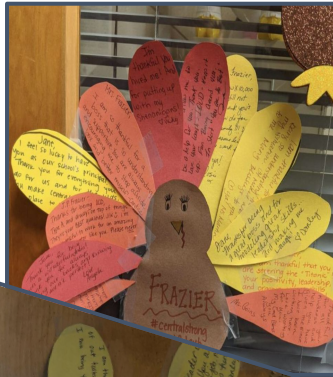
SEL & Mental Health Supports...for Adults TOO!



October Self-Care Optional Opportunities

B	I	N	G	O
Leave Central @ 3:00 - not because you have an appointment, but just because you can.	Watch your favorite TV show.	Paint, draw or color a picture.	Sleep in - do not set an alarm clock.	Do something active outside.
Ask a friend to dinner.	Order dinner from your favorite restaurant.	Write an encouraging note to a colleague.	Exercise.	Purchase something that makes you feel good.
Stop by your assistant principal or principal's offices and get some chocolate.	Cover a colleague's duty (recess, morning arrival, PM dismissal)	FREE Space	Share a pen with a teammate.	Give a colleague a sweet treat just because.
Share ready made resources with a colleague.	Start a new book NOT about teaching and actually read it.	Share a funny meme with a colleague.	Call an old friend or family member you haven't talked to in some time.	Sing and dance to your favorite song.
Sit outside and just enjoy being outside.	Do something for someone less fortunate.	Write a thank you note to someone.	Take a brain break for yourself and complete a puzzle (sudoku, word search, etc.)	Take a selfie in your "Central Strong" Shirt and post it or send to Admin.

- PRIZES!!!!**
- 5 in a row = 5 jams passes
 - Make an "L" (2 adjoining sides) or "X" = Prize from Principal's treasure box
 - Blackout (whole board) = Certified: 8 hour comp time coupon
Classified: Work from home (if applicable) or Lunch Treat



Morning Meetings



GOOD MORNING! 10/7/21

Reminders

Class Jobs

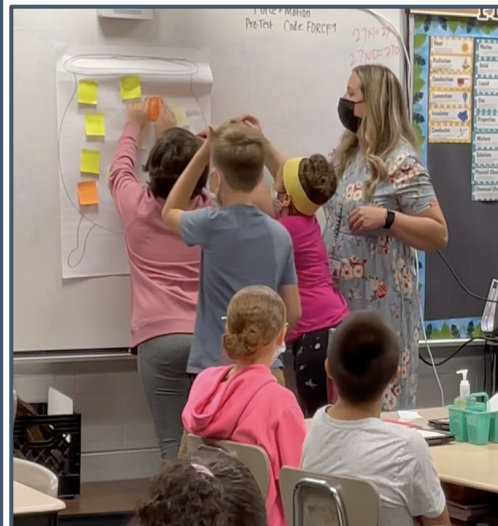
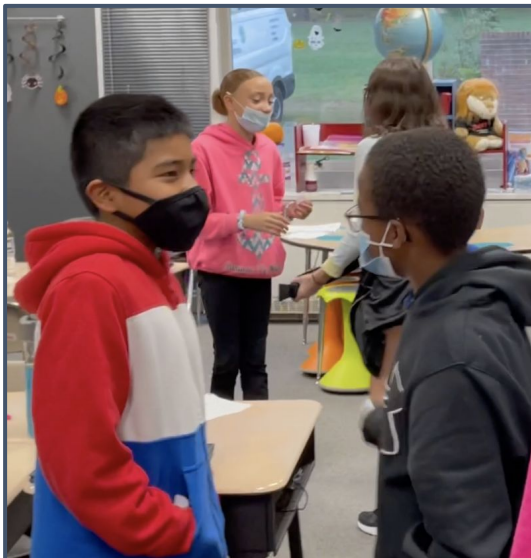
- Breakfast: Lily S
- Sweeper: Patience
- Folder Runner: Kobe
- Time Keeper: Jacob
- Board Cleaner: Kaliyah
- Chairs: Brady, AhShayla
- Door Holder: Brianna
- Hand Sanitizers: Azahara
- Trash: TaySean, Aiden
- Substitutes: Liam, Gage

MATH MORNING WORK

- 5 MINUTES OF CURSIVE PRACTICE
- I-READY MATH
- TURN IN ANY PAPERWORK TO MRS. JOHNSTON

Morning Question

What is one thing COVID-19 has taught you?



How are you feeling?

Happy	Excited	Silly	Confident	Calm	Bored

Confused	Worried	Overwhelmed	Sad	Frustrated	Angry



What does this look like in the classroom and school?

Morning Meeting with Social Emotional Time:

[Click Here!](#)

Secondary Social Emotional Time:

Principal SEL Greeting:

[Click Here!](#)

**Supplementary Tier 2:
Check In/Check Out Intervention**

[Click Here!](#)



Emotional Health and Wellbeing in the Classroom!

Emotional Well Being in the Classroom!

What do teachers say?

Elementary:

[Central Elementary Teacher
Discusses on Behavioral
Health Support](#)

[Stoneville Elementary
Teacher Discusses Impact of
Trauma Informed Care
Training](#)

Secondary Teacher from
Rockingham County Middle
School Shares About SEL
Lessons:

[Click Here!](#)

[Click Here for Second Video!](#)

SHAPE: School Health Assessment and Performance Evaluation System

SHAPE Domain	August 2017 Domain Performance	June 2021 Performance
Teaming Composite	3.40 (Progressing)	5.10 GROWTH!
Evidence Based Supports	2.50 (Emerging)	SHAPE No Longer Use this Area
Data Driven Decision Making	2.0 (Emerging)	SHAPE No Longer Use this Area
Evidence Based Implementation	1.0 (Emerging)	SHAPE No Longer Use this Area
Needs Assessment & Resource Mapping	1.0 (Emerging)	5.00 GROWTH!
Mental Health Screening	New Areas Revised	5.00 GROWTH!
Mental Health Promotion	New Areas Revised	4.90 GROWTH!
Early Intervention and Treatment Services & Supports (NEW AREA)	New Areas Revised	5.00 GROWTH!
Funding and Sustainability (NEW AREA)	New Areas Revised	4.60 GROWTH!
District Average SCORE	1.98 (EMERGING)	4.95 GROWTH!

RCS Behavioral Health Supports Results

06-04-2021

- Total number of Home Visits this Year: 1,125
- Total Number Students receiving Behavioral Health Team Support (Case Management in BHDIRT SISP Team): 1917
- Total Number of Students Receiving MH Support:
 - Individual Counseling: 1,864
 - Group Counseling: 1,234
 - Total Combined: 3098
- Recently completed Social Emotional Screening for all Grades!
 - Strengths in School Safety
 - Needs: Emotional Regulation
- RCS BETA team in place to support students in crisis!
 - Served 305 students who were at-risk for self harm or harm to others (previous year 515 of these!)





RCS Financial Infrastructure for Behavioral Health Services



Project Aware Funds (SAMSHA Federal Grant)

Project AWARE/ACTIVATE
Director
Data Evaluator
Three Behavioral Health
Specialists
August 2019

Exceptional Children State Funds

Two Behavioral
Health Specialists
August 2019

RCS Local Funds

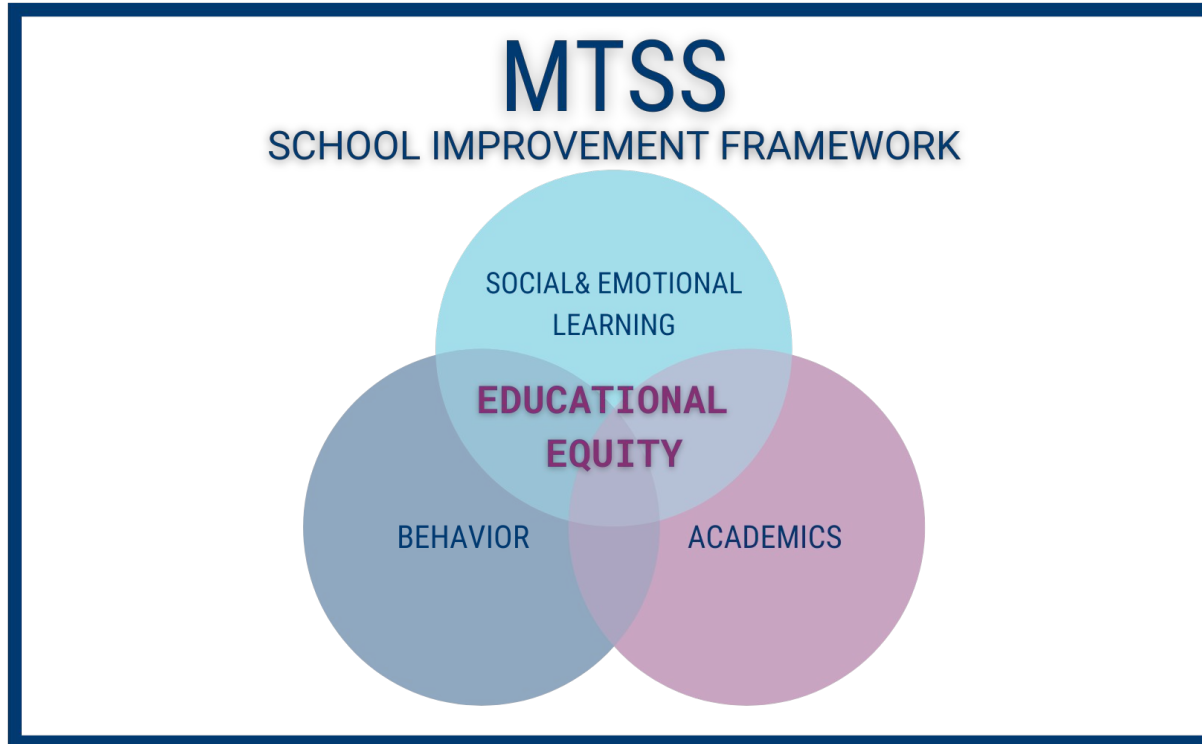
Six Behavioral Health
Specialists
June 2020
(After one year of Project
AWARE/ACTIVATE Implementation)

Contact Information



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- Executive Director of Behavioral Health, Crisis Intervention, and Student Safety
- Licensed Nationally Certified School Psychologist
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- Phone:
 - 336-627-2705 (office)
- Twitter: [@StephanieMLowe1](https://twitter.com/StephanieMLowe1)

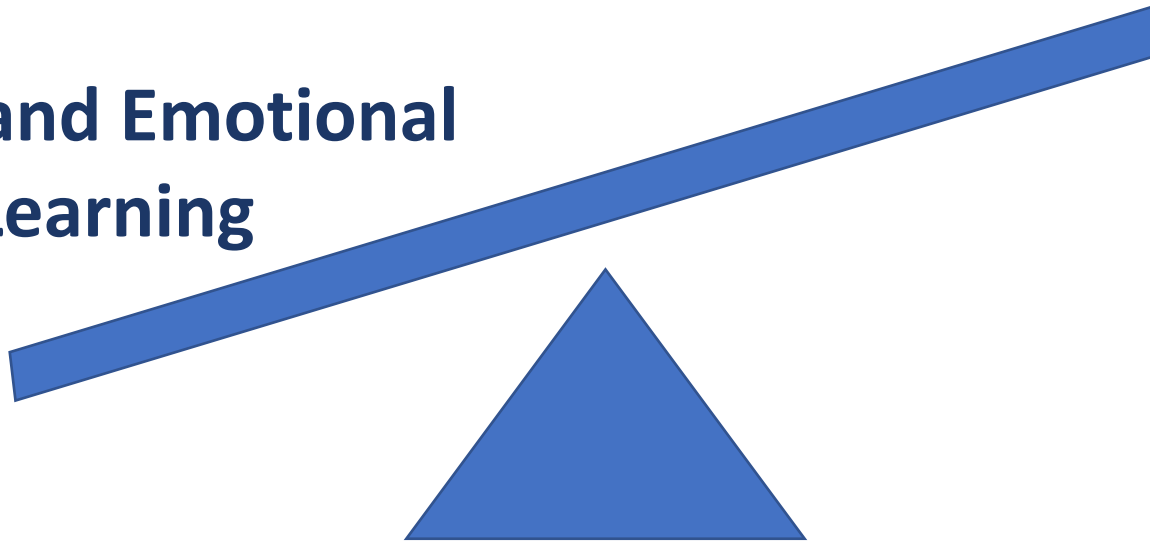
NC Social and Emotional Learning and School Mental Health



Use **MTSS** as the school improvement framework to organize existing, as well as new, social and emotional learning and school mental health efforts.

**Academic Success and
Educational Equity**

**Social and Emotional
Learning**



Continue to communicate State Board of Education's commitment to **social and emotional learning** as a lever for **academic success and educational equity**



Support **state teaming structures and staffing** that mirror the Rockingham example (school counselor, school nurse, school psychologist, and school social worker)

NC Social and Emotional Learning Implementation Team

- Representation from North Carolina Department of Public Instruction, North Carolina Department of Health and Human Services, district and family representatives

- 4 Working Groups

NC Social and Emotional Learning Implementation Team

- Accessible funding for NC SEL Implementation Team
 - Support **workforce development** through building an online training & coaching center for social and emotional learning and school mental health

NC Social and Emotional Learning Implementation Team

- Accessible funding for NC SEL Implementation Team
 - Create family/youth engagement specialist position to build state guidance and resources on engaging families and building authentic partnerships with families and caregivers

Social and Emotional Learning and School Mental Health Summary of Recommendations

- Use **MTSS** as the school improvement framework to organize existing, as well as new, social and emotional learning and school mental health efforts
- Continue to communicate State Board of Education's commitment to social and emotional learning as a lever for academic success and educational equity
- Support state teaming structures and staffing that mirror the Rockingham example (school counselor, school nurse, school psychologist, and school social worker)
 - Need state-level school psychology consultant
 - Need state-level school mental health consultant

Social and Emotional Learning and School Mental Health Summary of Recommendations

- Accessible funding for NC SEL Implementation Team
 - Support workforce development through building an online training & coaching center for social and emotional learning and school mental health
 - Create family/youth engagement specialist position to build state guidance and resources on engaging families/youth and building authentic partnerships with families and caregivers

Optimistic Closure

Thank you!