

School Safety Personnel Summary

School Counselors

- **Primary role** – Provides prevention and early intervention in the areas of academic, career and social-emotional. Social-emotional, the area most directly connected to student mental health, typically includes school-wide, classroom and group activities universally provided to all students. Students in need of supplemental support may be served through small-group and individual early intervention counseling. Intensive support, such as crisis intervention, is short-term with long-term counseling needs referred to community therapists or school-based mental health service providers.
- **Minimum preparation** - Master's degree in School Counseling and successful completion of NTE/Praxis Professional School Counselor test. Licensed by NCDPI/SBE
- **Current staffing** – 4,137 FTE funded from all sources; of those, 3,629 FTE funded via State sources
- **Primary method of funding** – Instructional Support Allotment (guaranteed salaries; LEAs have flexibility to determine types of positions to staff)
- **Cost estimated to reach recommended ratio** – \$151.6 million annually to reach 1:250 ratio

School Psychologists

- **Primary role** – Screens for academic, behavioral and emotional barriers to learning; collects data and evaluates the effectiveness of school-wide social and emotional programs; consults on effective discipline policies and practices; participates on crisis prevention and intervention teams
- **Minimum preparation** – Advanced degree in School Psychology and qualifying score of 147 or higher on ETS/Praxis 5402 - School Psychologist. Licensed by NCDPI/SBE.
- **Current staffing** – 781 FTE funded from all sources; of those, 592 FTE funded via State sources
- **Primary method of funding** – Instructional Support Allotment, Exceptional Children's Allotment
- **Cost estimated to reach recommended ratio** – \$110.4 million annually to reach 1:700 ratio

School Social Workers

- **Primary role** – Provides early intervention with limited prevention and some intensive level services, with focus on removing barriers to learning. Most services are support and intervention with individual students and families which have been referred by other school personnel. Serves as a vital link between the home, school, and community, working with school personnel, families and community agencies to address student needs. Refers long-term and intensive mental health needs to community therapists or school-based mental health service providers.
- **Minimum preparation** – Bachelor's degree in Social Work with additional courses for School Social Work licensure. Licensed by NCDPI/SBE.
- **Current staffing** – 1,017 FTE funded from all sources; of those, 789 funded via State sources
- **Primary method of funding** – Instructional Support Allotment
- **Cost estimated to reach recommended ratio** – \$210.9 million annually to reach 1:400 ratio

School Nurses

- **Primary role** – Provides screening and assessment for actual and potential health issues and risks, both mental and physical, including suicide risk and crisis assessment. Refers to appropriate care resources as indicated. Fosters collaboration between family, student, provider and other school staff. Counsels students and staff on positive mental and physical health behaviors and skills. Develops, implements and revises plans of care (Individual Healthcare Plans, Emergency Action Plans, contributes to 504 plans/IEPs) that include provider orders for related medical care. Coordinates goal-directed care for complex student health problems. Provides direct care and delegates of direct care to competent staff, with ongoing oversight. Implements medication delivery system (staff instruction, monitoring, delivery). Provides communicable disease response and management. Manages clinical health services at school level.
- **Minimum preparation** – Registered Nurse with bachelor's degree in Nursing and Certification in School Nursing.
- **Current staffing** – 1,318 FTE funded from all sources; of those, 659 funded via State sources (based on 2015-16 research from the Program Evaluation Division)
- **Primary method of funding** – Agreements with local health departments, Instructional Support Allotment, Child and Family Support Teams Allotment
- **Cost estimated to reach recommended ratio** – \$56.9 million annually to reach 1:750 ratio

School Resource Officers

- **Primary role** – Enforces the criminal laws of the State of NC and any local city and/or county ordinances as well as following their policies and procedures set forth by their responding agency. Acts as an informal counselor to students and staff on law related matters as well as other issues that may come about in any given school. Performs law-related education either in classroom delivery or informally.
- **Minimum preparation** – High school diploma or equivalent. Basic Law Enforcement Training (BLET) Certification.
- **Current staffing** – 1,167 FTE funded from all sources based on 2017-18 survey done by the Center for Safer Schools
- **Primary method of funding** – Agreements with local sheriff's departments, At-risk Allotment, School Resource Office grant program
- **Cost estimated to reach recommended ratio** – \$84.4 million annually to reach one SRO for every school