

Specialized Instructional Support Personnel (SISP)

NC	School Counselors	School Psychologists	School Social Workers	School Nurses	School Resource Officers
Minimum Preparation	Master's degree in School Counseling and successful completion of NTE/Praxis Professional School Counselor test.	Advanced degree in School Psychology and qualifying score of 147 or higher on ETS/Praxis 5402 - School Psychologist	Bachelor's degree in Social Work with additional courses for School Social Work licensure	Registered Nurse with bachelor's degree in Nursing and Certification in School Nursing	High school diploma or equivalent. BLET Certification
Licensure	By NCDPI/SBE . (If graduated from a program nationally accredited with CACREP, also eligible for Licensed Professional Counselor through the NC Board of Licensed Professional Counselors)	By NCDPI/SBE . - No additional eligibility or streamlined reciprocity available for national credential (Nationally Certified School Psychologist - NCSP)	By NCDPI/SBE . (May also be eligible for certification as a community/agency social worker by the NC Social Work Certification and Licensure Board)	By NC Board of Nursing https://www.ncbon.com/ For RN license. Certification by National Board for Certification of School Nurses http://nbcsn.org/	BLET Certification Basic SRO Certification (not required)
Alternative Routes to Licensure	1. Completion of a master's degree in Agency Counseling, Clinical Mental Health, Community Counseling, or Rehabilitation Counseling from a regionally accredited college or university plus additional courses needed for school counseling. 2. Completion of a minimum of 18 graduate semester hours in a	NO alternative route	Can be hired with Bachelor's degree in Social Work with requirement to complete school social work licensure courses and criteria after employed by the school district	Registered Nurse with an Associate Degree in Nursing (ADN) may be hired with a three-year grace period to complete bachelor's degree and School Nurse Certification.	None

	<p>school counselor master's degree program with requirement to complete the program while employed by a district..</p> <p><i>(Note that these alternative routes are currently being discussed for revisions).</i></p>				
Roles	<p>More detail can be found in the Professional Evaluation Standards in SBE Policy EVAL-026;</p> <p>Primary roles are 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 (Examples: facilitating bullying prevention and substance abuse prevention activities, peer helper programs, and character education; teaching conflict resolution, anger</p>	<p>More detail can be found in the Professional Evaluation Standards in SBE Policy EVAL-025;</p> <p>Primary roles:</p> <p>Universal Prevention: Screening for academic, behavioral & emotional barriers to learning; data collection and evaluation of the effectiveness of school-wide social and emotional programs; consultation on effective discipline policies and practices; participation on crisis prevention and intervention teams;</p> <p>Supplemental: Suicide risk/threat assessment; Evidence-based mental and behavioral health programs;</p>	<p>More detail can be found in the Professional Evaluation Standards in SBE Policy EVAL-027;</p> <p>Primary roles are in 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. Serve as a vital link between the home, school, and community, working with school personnel, families and community agencies to address student needs. Examples include home visits; helping families secure</p>	<p>More detail can be found In the Professional Evaluation Standards http://nces.ncdpi.wikispaces.net/file/view/School+Nurses+Eval+Users+Gui de.pdf And, NC School Health Program Manual Section D</p> <p>Primary roles: Serves entire school population -</p> <ul style="list-style-type: none"> - Screening & assessment for actual and potential health issues & risks, both mental & physical, including suicide risk & crisis assessment. - Referral to appropriate care resources as indicated. Fosters communication/collaboration between family, student, provider and other school staff. 	<p>School Resource Officers main job description is divided up into 3 areas.</p> <ul style="list-style-type: none"> -They are a police officer first. This includes enforcing 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. This will vary from department to department. -Secondly, they act 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. -Lastly, they perform Law related Education either in classroom delivery or

	<p>management skills, interpersonal skills, self-regulation and coping skills, etc.) Students in need of additional/ 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. Prevention activities occasionally also involve other SISP; however, collaboration with or referrals to other SISP typically occurs at the early intervention and supplemental levels of support.</p>	<p>Skills group counseling; Assessment and interpretation of behavioral data to monitor response to interventions; Development and monitoring of individual student behavior intervention plans</p> <p>Intensive: Psychological assessment of social, emotional, and behavioral problems; Direct therapeutic services to students in need; Cognitive-behavioral therapy, behavior therapy, and dialectical behavior therapy; Suicide intervention and postvention; Crisis intervention/crisis response; Facilitate collaboration among school providers & community agencies/ outside mental health providers</p>	<p>community resources, connect with school staff, and navigate school procedures such as with referral for exceptional children's services; co-facilitation of student or parent groups or school climate activities with another SISP; assisting with behavioral assessments; addressing related attendance issues; connecting with DSS on safety needs; crisis intervention. Long-term and intensive mental health needs are referred to community therapists or school-based mental health service providers. Many school social work activities will include collaboration with other SISP and community agencies.</p>	<ul style="list-style-type: none"> - Counsels/instructs students/staff on positive mental/physical health behaviors & skills. - Development, implementation and revision of plans of care (Individual Healthcare Plans, Emergency Action Plans, contributes to 504 plans/IEPs) that include provider orders for related medical care. - Goal directed care coordination for complex student health problems. - Provision of direct care & delegation of direct care to competent staff, with ongoing oversight. - Implementation of medication delivery system (staff instruction, monitoring, delivery). - Communicable disease response & management. - Manager of clinical health services at school level. 	<p>informally if someone asks them a question.</p> <p>-May coach a sport or act as a mentor for afterschool student led clubs or programs.</p>
	<p>More information available at NCDPI Student Support Services/SISP page at http://www.ncpublicschools.org/studentsupport/</p>				
	<p>As part of the 2017-18 School Health Advisory Council webinars, a Counseling, Psychological and Social Services/Social and Emotional Climate webinar is being conducted 10:00 AM - 11:00 AM on April 24th. Registration information and recording afterwards available here.</p>				

Mental Health - Mental Illness Continuum



Source: Mental Health America

UNIVERSAL SUPPORT/PREVENTION-----

-----SUPPLEMENTAL SUPPORT/EARLY INTERVENTION-----

----INTENSIVE INTERVENTION--

Typical SISIP involvement based on student mental health needs:

