

SCHOOL SAFETY TASK FORCE



Chesterfield County Public Schools
Innovative. Engaging. Relevant.



WORKING GROUP #4 STUDENT SUPPORT SERVICES

School Safety Task Force:

Working Group #4- Student Support Services

Working Group #4 Members:

Chair: Carrie Coyner

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EXECUTIVE SUMMARY

Objectives and Scope of Work

Objectives:

- A. Evaluate current protocols and practices, and investigate best practices to ensure the school division is providing a safe, supportive, and nurturing learning environment.
- B. Make recommendations that improve student mental health wellness and decrease risks of harm to self and others through evidence-based prevention and intervention strategies.

Scope of Work: Investigate and determine -

- A. Role of Student Support Services Personnel (School Counselors, Psychologists and Social Workers) in School Safety
- B. Partnership with Chesterfield County Government, to include Chesterfield Mental Health and Social Services
- C. Suicide Awareness and Prevention efforts
- D. Drugs in School and the Opioid Crisis, to include discussion regarding school curriculum in Virginia Beach Schools

Key Recommendations

- **Recommendation 1** - Amend the Virginia Standards of Quality to align student support personnel ratios with best practices

Based on a review of current staffing allotment, CCPS is well below the best practices for professional to student staffing ratios. The work group recommends that the state amend the [Virginia Standards of Quality](#) to establish, and/or CCPS adopt, best practice staffing levels for School Psychologists (1 to 1000), School Social Workers (1 to 1000), School Nurses (1 to 550) and School Counselors (1 to 250). Amending the Standards of Quality would ensure that schools have the resources needed to foster a safe and supportive learning environment. This action would positively impact the increasing social, emotional, and academic needs of students in school.

- **Recommendation 2** Conduct a review of student support services' job responsibilities and reassign tasks that do not conform to professional training and expertise.

Based on input provided by student support services coordinators and personnel, School Counselors, School Psychologists, School Nurses, and School Social Workers have assigned duties that are not a part of their professional responsibilities. The work group recommends that CCPS conduct a review of current student support services personnel job responsibilities in order to identify assigned duties/tasks that fail to align with professional expertise. Those responsibilities not conforming to the defined role could be reassigned to other educators, paraprofessionals, and/or office specialists to allow student support service providers the time/resources to directly address student needs. Aligning expected responsibilities to professional training and expertise would allow student support services personnel the time to more comprehensively address the academic, social/emotional and career/transition needs of our students.

- **Recommendation 3** Develop a plan to initially fund and sustain multi-tiered whole child frameworks, pre-K through 12th grade: Social Emotional Learning (SEL), Trauma Informed Care (TIC), Restorative Practices (RP), Positive Behavior Interventions & Support (PBIS)

Research has shown that evidence-based, multi-tiered whole child frameworks result in increased student academic engagement, academic achievement, and reductions in suspensions and school dropouts, resulting in improved school climate and safety. A recent report by the U.S. Department of Homeland Security: *K-12 School Security* reinforced the idea that a positive school climate teaches students social and emotional competencies which help them to understand and manage emotions and relationships, leading to better decision-making. Currently, specialist positions for SEL, PBIS, RP, and TIC as well as six School Social Work positions are funded through the Coordinated Early Intervening Services (CEIS) grant, which ends in 2020. The workgroup recommends that CCPS develop a plan to initially fund and sustain professional development, student support teams, curricular materials, and job-embedded coaching for multi-tiered whole child frameworks, pre-K through 12th grade. Funding and sustaining these initiatives, and the student support services staff to support these prevention focused initiatives, would provide schools with frameworks that have been shown to produce positive academic, social, and emotional outcomes.

- **Recommendation 4** Review and critically evaluate parent/guardian education and awareness activities related to wellness (physical and mental health), student mental health supports and resources available in CCPS and in the community (e.g., SOS Program, Sandy Hook Promise, Threat Assessment Process, PBIS frameworks, Chesterfield Mental Health).

Students and parents are not always aware of how they can seek support/assistance for mental health concerns. The work group recommends reviewing and critically evaluating parent/guardian education and awareness activities related to wellness (physical and mental health), student mental health supports and resources available in CCPS and in the community (e.g., Signs Of Suicide Program, Sandy Hook Promise, Threat Assessment Process, PBIS frameworks, Chesterfield Mental Health). Through this review and evaluation, CCPS could increase collaboration between schools and families, improve visibility of each schools' wellness committee, and increase partnerships with outside agencies to create parent engagement opportunities within schools. Building awareness and education around wellness, student mental health supports and resources available within CCPS and in the broader community would provide greater access to these resources and build stronger support networks throughout the community.

- **Recommendation 5** Develop an intentional plan for implementation of whole child development programming (academic, behavioral, physical, and psychological) that aligns with the current strategic plan (Imagine Tomorrow).

Chesterfield School Board recently approved the CCPS' new strategic plan (Imagine Tomorrow), which prioritizes personalized learning and development of the whole student. To ensure that these priorities are met, the workgroup recommends that CCPS develop an intentional plan focused on how whole child development will be implemented in schools. CCPS will use this plan to determine adjustments to current programming, elimination of duplicative programming, or need for future programming.

BACKGROUND

As evidenced by national research and supported by local data, nearly one in five children under the age of 18 experience a mental health disorder each year. Childhood mental disorders that impact the way children learn, behave and cope with their emotions affect 13 to 20 percent of youth under age 18, according to a 2013 report issued by the Center for Disease Control. Although the mounting increase in identification and challenges to the community-including schools-makes childhood mental problems a major public health issue, only 21 percent of affected children get treatment due to a shortage of child and adolescent psychiatrists, according to the American Academy of Child & Adolescent Psychiatry.

In addition to many children living with their own mental health disorders, another significant group of students is trying to navigate the challenges of coping with the mental health needs of a close relative or loved one, often leading to the impact of trauma and abuse.

So what happens when mental health disorders, or the effect of these disorders on children, come to school? Student learning and prosocial behaviors are compromised. Students with mental health disorders and/or traumatic experiences have trouble obtaining the skills, knowledge, and attitudes necessary for school success. For example, studies have shown that first grade students who have or who are at risk for mental health problems experience a five percent drop in academic performance in just two years. Additionally, almost 50% of students age 14 or older with a mental health illness never finish high school. Finally, studies are conclusive in linking mental health conditions like depression to suicide, which is the third leading cause of death in youth ages 10-24.

Clearly schools must be equipped to address the needs of students impacted either directly or indirectly by mental health illness and/or trauma. The CCPS Equity and Student Support Services Department has centered efforts to create a safe and supportive learning environment on educating as many stakeholders as possible to recognize and report students who are exhibiting behaviors of concern. These stakeholders include CCPS teachers, administrators, student support personnel, bus drivers, homeschool instructors, select student populations, parent groups, and the faith community. The training is focused on teaching these groups how to recognize student behaviors that may be indications of an intent to harm self or others, and then how to relay this information to the appropriate school officials for prompt follow-up.

The need to scale up this opportunity to enlist stakeholders to keep our schools and community safe is a priority. The number of substantive threat assessments that student support services personnel and administrators have responded to has doubled in just two years (from 529 in SY 2016 to 1117 in SY 2018). The responsibility of addressing these student needs is not being ignored - the time and attention necessary to conduct and follow-up with students threatening harm to others or self is being completed.

But the opportunity cost for these educators is staggering. The average threat assessment takes anywhere from one to two hours (not including follow-up). The compromise for ensuring student/school safety is that the roles for which student support service personnel are entrusted - academic support, social-emotional development, and career/transition services - are being shirked. Proactive measures to maximize student learning and development is supplanted by a need to respond to immediate student concerns.

The CCPS School Safety Task force has charged the Workgroup 4 team, Student Support Services, with creating recommendations to address this gap to provide a safe, supportive and nurturing learning environment. Educators should not have to choose the priority of Safe to the detriment of Supportive and Nurturing. To this end the workgroup has met on eight occasions: May 7, May 29, June 5, July 17, August 2, August 9, August 20, and August 28. We trust that the recommendations offered will go a long way toward providing increased support to address students' immediate concerns while promoting a nurturing environment to foster learning.

RECOMMENDATIONS

#1 - Amend the Virginia Standards of Quality to align student support personnel ratios with best practices

Based on a review of current staffing, CCPS is well below the best practices for professional staffing to student ratios. The work group recommends that the state amend the [Virginia Standards of Quality](#) to establish, and/or CCPS adopt, best practice staffing levels for School Psychologists (1 to 1000), School Social Workers (1 to 1000), School Nurses (1 to 550) and School Counselors (1 to 250). Amending the Standards of Quality would ensure that schools have the resources needed to foster a safe, supportive learning environment. This action would positively impact the increasing social, emotional, and academic needs of students in school.

CCPS is well below best practice student to professional ratios in hiring student support services personnel as outlined in [Dr. Lane's Memorandum to the School Board 3/13/18: "Addressing Student Mental Health Needs in CCPS"](#). Additionally, the work group encourages the Task Force to support an increase in student support services personnel to ensure equitable resources based on identified student need supported by data, as opposed to assignments based strictly on student enrollment. The work group supports implementing the recommended staffing model immediately. If the school division is unwilling or unable to fully implement the recommended model, the work group encourages a phase-in approach as noted in the "Student Support Services Personnel Proposal" linked below.

Related documents:

- [Specialized Instruction Support Personnel - Supportive Learning Environments for Successful Student Outcomes - White paper](#)
- [Investing In Student Safety and Success: the Growing Importance of Effective Staffing in Virginia Schools](#)
- [Student Support Services Personnel Proposal](#)
- [Mental Health Wellness Student Support Personnel](#)
- [School-Based Mental Health Services Improving Student Learning and Well-Being \(NASP, 2016\)](#)
- ["Facts About School Mental Health Services"](#) (Compiled by the Florida Governor's Office, 3/2006)
- [Empirical Studies on the Effectiveness of School Counseling](#)
- [CDC Report: Children's Mental Health](#)

#2 - Conduct a review of student support services' job responsibilities and reassign tasks that do not conform to professional training and expertise.

Based on input provided by student support services coordinators and personnel, School Counselors, School Psychologists, School Nurses, and School Social Workers, have assigned duties that are not a part of their professional responsibilities. The work group recommends that CCPS conduct a review of current student support services personnel job responsibilities in order to identify assigned duties/tasks that fail to align with professional expertise. These responsibilities could be reassigned to other educators, paraprofessionals, and/or office specialists to allow student support service providers the time/resources to directly address student needs. Aligning expected responsibilities to professional training and expertise would allow student support services personnel the time to more comprehensively address the academic, social/emotional and career/transition needs of our students.

Student support services personnel have duties assigned to them that are not a part of their professional responsibilities. For example, professional school counselors have historically been given responsibilities that do not align with their professional training and expertise, such as test administration coordination, gifted testing, Section 504 coordination, lunch/hall/bus duties, among other such tasks. These duties take time away from direct services to students to promote learning, social/emotional growth, and career/transition services.

Students are coming to school with more mental health needs. Some of these needs are witnessed in a dramatic increase in threat assessments across the district. The number of substantive threat assessments conducted in schools has risen 212% since 2015-2016 and 141% from 2016-2017. As a result of the time and attention needed to intervene, follow-up with and support these students, less time is available to student support services personnel to address the academic, social/emotional and career/transition needs of the majority of our students.

Related documents:

- [Learn more](#) about the school counselor's role.
- [National Association of School Psychologists - Practice Model](#)
- [School Social Work Association of America - Practice Model](#)
- [School Counselor - CCPS Job Description](#)
- [School Nurse - CCPS Job Description](#)
- [School Psychologist - CCPS Job Description](#)
- [School Social Worker - CCPS Job Description](#)

#3 - Develop a plan to initially fund and sustain multi-tiered whole child frameworks, pre-K through 12th grade: Social Emotional Learning (SEL), Trauma Informed Care (TIC), Restorative Practices (RP), Positive Behavior Interventions & Support (PBIS)

Research has shown that evidence-based, multi-tiered whole child frameworks result in increased student academic engagement, academic achievement, and reductions in suspensions and school dropouts, resulting in improved school climate and safety. A recent report by the U.S. Department of Homeland Security: *K-12 School Security*, reinforced the idea that a positive school climate teaches individuals social and emotional competencies which help them to understand and manage emotions and relationships, leading to better decision making. Currently, specialist positions for SEL, PBIS, RP, and TIC as well as six School Social Work positions are funded through the Coordinated Early Intervening Services (CEIS) grant, which ends in 2020. The workgroup recommends that CCPS develop a plan to initially fund and sustain professional development, student support teams, curricular materials, and job embedded coaching for multi-tiered whole child frameworks, pre-K through 12th grade. Funding and sustaining these initiatives, AND the student support services staff to support these prevention focused initiatives, would provide schools with frameworks that have been shown to produce positive academic, social, and emotional outcomes.

Traditional reactionary discipline approaches, such as out-of-school suspensions, are associated with negative student outcomes such as lower academic performance, higher rates of dropout, failures to graduate on time, decreased academic engagement, and future disciplinary exclusion (Arcia, 2006; Lee, Cornell, Gregory, & Fan, 2011) Evidence-based, multi-tiered behavioral frameworks, such as the one the CCPS PBIS team is implementing, focus on prevention and being proactive. These frameworks have been associated with increases in academic engagement and academic achievement, as well as reductions in suspensions and school dropouts, which ultimately improves overall school climate and safety (Bradshaw, C., Koth, C.W., Thornton, L.A., & Leaf, P.J., 2009); Skiba & Sprague, 2008)

In order to ensure effective implementation of any CCPS whole child framework and the greatest positive impact possible on student success, research indicates that effective professional learning includes experiences that are job-embedded, extend beyond initial trainings, and include mentoring and peer coaching opportunities. This is consistent with ESSA guidelines that have put into federal policy a definition of professional development (PD) that pushes “sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused” efforts. To ensure that implementation of whole child frameworks are effective and that teacher professional growth as well as student success is at the forefront, CCPS is in need of providing support to teachers throughout the year through job-embedded professional development and school-based support and consultation.

Related documents:

- [CCPS Mental Health Wellness - Programs, Curricula, Framework](#)
- [THE MIRAGE: Confronting the Hard Truth About Our Quest for Teacher Development](#) (TNTP, 8/4/15)
- [“Practice What You Teach: Connecting Curriculum & Professional Learning in Schools”](#) (Aspen Institute, 4/2/17)
- [“Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad”](#) (National Staff Development Council, 2/2009)

#4 - Review and critically evaluate parent/guardian education and awareness activities related to wellness (physical and mental health), student mental health supports and resources available in CCPS and in the community (e.g., SOS Program, Sandy Hook Promise, Threat Assessment Process, PBIS frameworks, Chesterfield Mental Health).

Students and parents are not always aware of how they can seek support/assistance for mental health concerns. The work group recommends reviewing and critically evaluating parent/guardian education and awareness activities related to wellness (physical and mental health), student mental health supports and resources available in CCPS and in the community (e.g., Signs Of Suicide Program, Sandy Hook Promise, Threat Assessment Process, PBIS frameworks, Chesterfield Mental Health). Through this review and evaluation, CCPS would increase collaboration between schools and families, increase visibility of each schools' wellness committee, and increase partnerships with outside agencies to create parent engagement opportunities within schools. Building awareness and education around wellness, student mental health supports and resources available within CCPS and in the broader community would provide greater access to these resources and build stronger support networks throughout the community.

The workgroup endorses an increase of coordination between the CCPS Family and Community Engagement (FACE) office and schools to build a variety of opportunities for parent engagement. The team also supports the addition of a parent engagement liaison at each school to foster improved parent/school connections, increase parent engagement in school activities, and coordinate/provide training opportunities on relevant topics. In addition, it is recommended that mental health resources that are on the CCPS website be linked to each school's website and that CCPS explores the possibility of parent partnerships with outside agencies (including grants) to create parent engagement opportunities within schools.

Related organizations:

- [Sandy Hook Promise](#)
- [Rachel's Challenge](#)
- [Ryan's Bridge at Thomas Dale High School](#)
- [Chesterfield County Council of PTAs & Chesterfield County Parent Teacher Organizations](#)

#5 - Develop an intentional plan for implementation of whole child development programming (academic, behavioral, physical, and psychological) that aligns with the current strategic plan (Imagine Tomorrow).

The Chesterfield School Board recently approved CCPS' new strategic plan (Imagine Tomorrow), which prioritizes personalized learning and the development of the whole student. To ensure that these priorities are met, the workgroup recommends that CCPS develop an intentional plan focused on how whole child development will be implemented in schools. CCPS can use this plan to determine adjustments to current programming, elimination of duplicative programming, and the need for future programming.

The first priority area in the Imagine Tomorrow strategic plan is personalized learning and development of the whole student. Early opportunities for social engagement and problem solving benefit the whole child. Evaluating educational strategies and tactics through the lens of whole child development will ensure that all CCPS programming is matched to the social, emotional, developmental and academic needs of students. For example, CCPS may review and critically evaluate current academic strategies and tactics to look for current or future opportunities for embedded structured play and guided socialization in elementary grades, particularly in Kindergarten. CCPS should engage in continuous improvement activities to ensure that the goals and objectives of the strategic plan remain at the forefront of all decision-making and programming.

Related Research and Evaluation:

- "Continuous evaluation and assessment of a school's mental health programming . . . can benefit students, families, schools, and communities . . . the Mental Health Parity Act, the new Mental Health Reform Act (embedded within the 21st Century Cures Act), and Medicaid provide ways for schools and communities to offer services for those in greatest need." (Freeman, E. V., and Kendziora, K. T. (2017)
- [Mental health needs of children and youth: The benefits of having schools assess available programs and services.](#) Washington, DC: American Institutes for Research.)

#6 - The Task Force requests that the Virginia Department of Education review the current attendance regulations. A bill should be introduced to revise 22.1-258 of the Code of Virginia, with a new timeframe of required intervention.

Effective July 1, 2018 Virginia Code 22.1-258 requires that school staff intervene when a student accumulates five unexcused absences and again when the student reaches between six and ten unexcused absences. Many students accumulate these totals throughout the school year and oftentimes these are not the students who are at risk academically. There were more than 15,000 CCPS students who had five or more unexcused absences during the 2017-18 school year. Prior to July 1, 2018, the code required that staff intervene at five, six, and seven unexcused absences. This school year, VDOE will continue to collect intervention data for each student who accumulate five, six, and seven unexcused absences. The regulations will be revised to reflect the new code requirements of intervening at the fifth, sixth to tenth absence for the 2019-20 school year.

Even though the recently revised code expands the window of time in which school staff must intervene, it is still not aligned with research showing that missing 10% (18 days) of the school year, for any reason, impacts a student academically ([Attendance Works- Research](#)). Additionally, school accreditation is now tied to chronic absence rate. If schools were intervening only with students with at least 11 unexcused absences, these would be students who are at risk academically. The Virginia Code should be revised to require staff intervention when students have eleven (11) unexcused absences and refer to court at eighteen (18) unexcused absences. Revising the code would streamline the work of student support services personnel at key junctures in the attendance intervention process, focusing on students who are in most need of support.

#7 - Request a review of federal, state, and local laws/policies governing special education procedures for students and how these laws/policies are implemented in CCPS. Request a Joint Legislative Audit and Review Commission (JLARC) audit to review the Individual with Disabilities Education Act (IDEA) requirements (special education) and VDOE's mandates regarding IDEA.

Per CCPS internal data and estimates, School Social Workers and School Psychologists spend, on average, about 80-90% of their contractual time satisfying federal/state mandates regarding special education. Due to the high percentage of time that School Social Workers and School Psychologists devote to meeting special education mandates, the work group recommends looking for ways to align student support services staff to more effectively and efficiently address the needs of special education students while having the ability to meet the needs of the whole child (academic, social-emotional and career/transition).

Related Document:

- [Mental Health Wellness Student Support Personnel](#)

#8 Explore the benefits and disadvantages of an anonymous reporting and messaging system for students to alert school personnel to concerns regarding student and/or school safety, for possible implementation in 2019-20 school year.

CCPS has piloted a confidential, but not anonymous, online reporting system through Google Forms, called ACT (Acknowledge, Care, Tell) which aligns with the division's messaging to students/families through the SOS program. While the ACT confidential reporting system has yielded student input, the question becomes whether a truly anonymous reporting system would elicit greater participation.

Related documents and research:

- A recent Joint Legislative Audit Review Committee study identified smartphone apps as a key prevention method, and recommended their use ([JLARC presentation July 2018](#)).
- Students are often the best source of information about incidents before they occur.
- Empowering students to control their own environment is a key to developing a positive school culture
- Despite a review of existing research, the workgroup was unable to locate any available experimental studies focused on the differences between anonymous versus confidential reporting. However, the workgroup was able to locate a qualitative study ([involving Students in Violence Prevention](#)).

#9 Centralize the school enrollment process for students, either during high volume periods (e.g. summer) or year around.

Creating central location(s) for student enrollment processes and procedures will ensure consistency of practice, data collection, and course placement (e.g. at high schools to assure equitable access). This action will give school counseling offices greater opportunity to focus on student transition/acclimation, monitoring of academic placement, and greater flexibility to address student support needs. During the summer, school staff is limited. As a result, parents are often asked to return to the school when the appropriate person is available.

Recommendations discussed but no consensus

The workgroup discussed the connection between mental health concerns and access to weapons and discussed the need to continue to bring awareness to all stakeholders on this issue. (example of program [Be Smart](#))

APPENDIX

Working Group #1 [Website](#)

Working Group #1 Meeting Dates

- May 7, 2018
- May 29, 2018
- June 5, 2018
- July 17, 2018
- August 2, 2018
- August 9, 2018
- August 20, 2018
- August 28, 2018

Working Group #4 [Resource Folder](#)

Working Group #4 Supporting Documents:

Recommendation #1

- [Virginia Standards of Quality](#)
- [Dr. Lane's Memorandum to the School Board 3/13/18: "Addressing Student Mental Health Needs in CCPS"](#)
- [Specialized Instruction Support Personnel - Supportive Learning Environments for Successful Student Outcomes - White paper](#)
- [Investing In Student Safety and Success: the Growing Importance of Effective Staffing in Virginia Schools](#)
- [Student Support Services Personnel Proposal](#)
- [Mental Health Wellness Student Support Personnel](#)
- [School-Based Mental Health Services Improving Student Learning and Well-Being \(NASP, 2016\)](#)
- ["Facts About School Mental Health Services"](#) (Compiled by the Florida Governor's Office, 3/2006)
- [Empirical Studies on the Effectiveness of School Counseling](#)
- [CDC Report: Children's Mental Health](#)

Recommendation #2

- [Learn more](#) about the school counselor's role.
- [National Association of School Psychologists - Practice Model](#)
- [School Social Work Association of America - Practice Model](#)
- [School Counselor - CCPS Job Description](#)
- [School Nurse - CCPS Job Description](#)
- [School Psychologist - CCPS Job Description](#)
- [School Social Worker - CCPS Job Description](#)

Recommendation #3

- [Mental Health Wellness - Programs, Curricula, Framework](#)
- Lee, T., Cornell, D., Gregory, A., & Fan, X. (2011). High Suspension Schools and Dropout Rates for Black and White Students. *Education and Treatment of Children, 34* (2), 167-192. doi:10.1353/etc.2011.0014
- Arcia, E. (2006). Achievement and Enrollment Status of Suspended Students. *Education and Urban Society, 38* (3), 359-369. doi:10.1177/0013124506286947
- Bradshaw, C. P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2008). Altering School Climate through School-Wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. *Prevention Science, 10* (2), 100-115. doi:10.1007/s11121-008-0114-9
- Skiba, R., & Sprague, J. (2008). Safety without suspensions. *Educational Leadership, 66* (1), 38-43.
- [U.S. Department of Homeland Security: K-12 School Security](#)
- [THE MIRAGE: Confronting the Hard Truth About Our Quest for Teacher Development”](#) (TNTP, 8/4/15)
- [“Practice What You Teach: Connecting Curriculum & Professional Learning in Schools”](#) (Aspen Institute, 4/2/17)
- [“Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad”](#) (National Staff Development Council, 2/2009)

Recommendation #4

- [Sandy Hook Promise](#)
- [Rachel's Challenge](#)
- [Ryan's Bridge at Thomas Dale High School](#)
- [Chesterfield County Council of PTAs & Chesterfield County Parent Teacher Organizations](#)

Recommendation #5

- [Mental health needs of children and youth: The benefits of having schools assess available programs and services.](#)

Recommendation #6

- Attendance Works- Research
- Virginia Code Section 22.1-258
- VDOE Attendance Regulations

Recommendation #7

- Mental Health Wellness Student Support Personnel

Recommendation #8


- Joint Legislative Audit & Review Commission. School Safety: Other States' Approaches to Preventing and Responding to School Shootings
- Involving Students in Violence Prevention

Drugs in School and the Opioid Crisis

Ann Tierney, CCPS Curriculum Specialist for Health and Physical Education, Family Life Education & Driver Education, shared an overview of CCPS current curriculum related to substance abuse and drugs to workgroup members 5/29/18. She, along with others in her department, have reviewed the Virginia Beach curriculum on substance abuse and drugs and have made changes to CCPS secondary curriculum as a result. Ms. Tierney also plans to review the elementary curriculum with Child Safety Offices to consider changes. A representative from Chesterfield Mental Health also presented to all secondary Health and PE teachers this summer on substance abuse and addiction. Shawn Smith is following state changes in health curriculum to address substance abuse and alcohol-related education, through the General Assembly delegation and Board of Education.

- "Heroin: The Hardest Hit"--A documentary on heroin and prescription drug abuse in Virginia
- "Chasing the Dragon"
- VBCPS Lesson Vision

May 23, 2018 Presentation to School Safety Task Force (follows)


CCPS School Safety Task Force
Student Support Services
Workgroup #4
UPDATE - 5/23/18

Student Safety Task Force
Workgroup #4

Goal of Student Safety Task Force: Evaluate current protocols and practices, and investigate best practices to ensure the school division is providing a safe, supportive, and nurturing learning environment.

Product: White paper to include prioritized recommendations to the CCPS Safety Task Force


- Original Scope of Work:**
- Role of Student Support Services Personnel (school, counselors, psychologists and social workers) in School Safety
 - Partnership with Chesterfield County Government, to include Chesterfield Mental Health and Social Services
 - Suicide Awareness and Prevention efforts
 - Drugs in School and the Opioid Crisis, to include discussion regarding school curriculum in Virginia Beach Schools
 - Online Safety and Cybersecurity/Privacy efforts

Student Safety Task Force
Workgroup #4

Revised Goal of Workgroup:
Make recommendations that improve student *mental health wellness* and decrease risks of harm to self and others through evidence-based prevention and intervention strategies.



What do you think of when you think of student mental health wellness?



What general questions do you have about school mental health supports and interventions?

What questions do you have about CCPS current mental health supports and interventions?



Three Subgroups of Workgroup

Partnerships

Programs, Curriculum & Frameworks

Student Support Services Personnel

SUBGROUP #1

Partnerships

- Chesterfield Mental Health Support Services
 - Crisis
 - Prevention
 - Child and Adolescent Services Team
- Chesterfield and Colonial Heights Department of Social Services
 - Child Protective Services

SUBGROUP #2


Programs, Curriculum & Frameworks

- Trauma Informed Care
- Social Emotional Learning
- Mental Health, Substance Abuse, & Opioid Curriculum
- Signs of Suicide Program
- Threat Assessments
- Gaggle

SUBGROUP #3


Student Support Services

- Counselors
- Nurses
- Psychologists
- Social Workers



Next Steps

1. Deep dive into current practices
2. Research best practices
3. Evaluate gaps between current and best practices



**Future
Workgroup Meetings:**

5:30pm-7:30 pm
Tuesday, May 29
Tuesday, June 5
