Collaborating for Student Success

Understanding the Roles of Professional Student Support Personnel in West Virginia Schools: **A Resource for Families**

Collaborative Partners

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SCHOOL SOCIAL WORKERS
West Virginia
EST. 2023
ASSOCIATION

West
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School
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Key Understandings for Families

1 Student support personnel roles are shaped by policies and professional frameworks.

2 It is important to know who is available in your county and how they can support your child's well-being.

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3 When families and student support personnel work together, students are more likely to succeed.

"Implementing collaboration practices builds effective relationships and creates a better understanding of students' needs, which allows them to succeed."

Council for Exceptional Children, 2017

Col·lab·o·ra·tion

1. The action of working with someone to produce or create something
2. The process of two or more people or organizations working together to complete a task or achieve a goal
3. Types include team, cross-functional, community

WV State Code §18-9A-2

identifies **professional student support personnel** as staff who provide direct social and emotional support services to students. This definition also includes staff who address chronic absenteeism.

Policies, Codes, and Regulations

Policies, codes, and regulations focused on creating safe and supportive learning environments shape the roles and responsibilities of professional student support personnel.

Safe and Supportive Schools (WVBE Policy 4373)	Regulations for the Education of Students with Exceptionalities (Policy 2419)
Crisis Response Plan (Code §18 - 9F -9)	Community Schools (Policy 2425)
Suicide Prevention (HB 2535)	WV College- and Career-Readiness Standards and Standards for Student Success (Policy 2520.19)
Child Abuse Prevention (HB 4402)	Employee Code of Conduct (Policy 5902)
Harassment, Intimidation or Bullying Prohibition (Code §18−2C)	School Access Safety Act (Code §18 - 9F - 1)
Comprehensive School Counseling Programs (Policy 2315)	Guidelines to Assist Principals (State Fire Marshal Regulations)
Standards for High-Quality Schools (Policy 2322)	

Student Support Personnel Are a Vital Asset
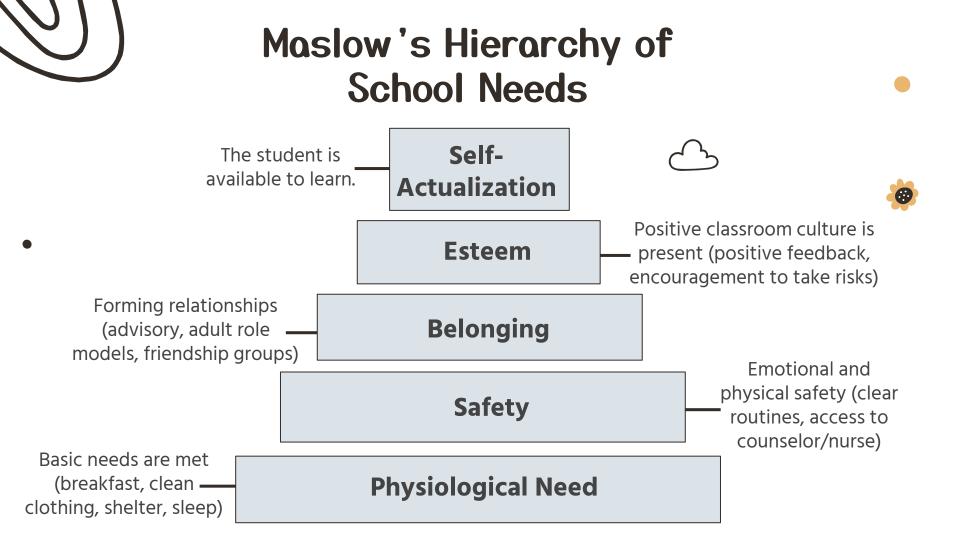
Professional Student Support Personnel
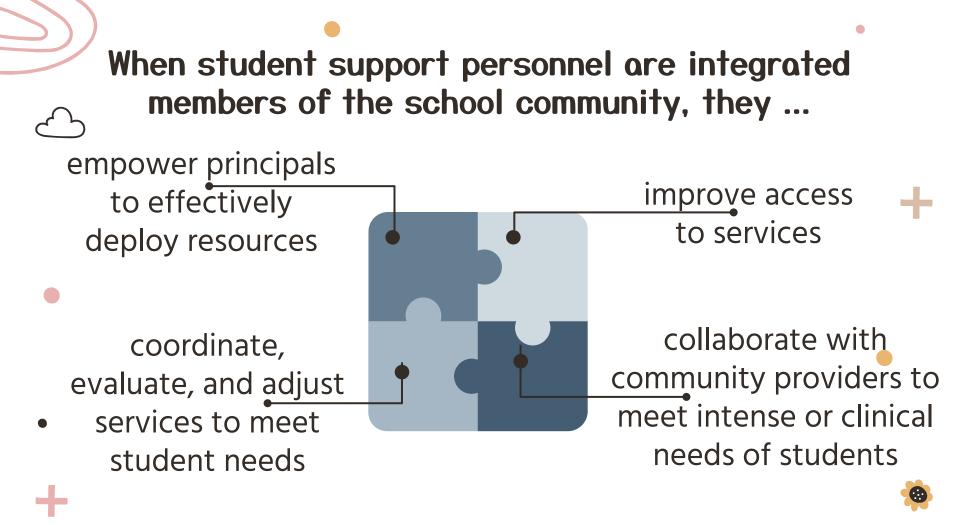
School Attendance Directors

Communities In Schools Coordinators

School Behavior Interventionists

21st Century Community Learning Centers

Community Partners

School Counselors

School Psychologists

School Social Workers

School Nurses

Why are student support personnel so vital in schools?

1 Inspire positive change

2 Reduce healthcare disparities

3 Help others build a better life

4 Connect people to life-changing resources

5 Reduce stigma

6 Strengthen WV communities

7 Advocate for social justice

8 Support prevention and positive choices

1 in 5
children are diagnosed with a mental disorder ever year

5 million
American children and adolescents suffer from a serious mentall illness

more than 12 million
children live in poverty

Maslow's Hierarchy of School Needs

The student is available to learn. — **Self-Actualization**

Esteem — Positive classroom culture is present (positive feedback, encouragement to take risks)

Forming relationships (advisory, adult role models, friendship groups) — **Belonging**

Safety — Emotional and physical safety (clear routines, access to counselor/nurse)

Basic needs are met (breakfast, clean clothing, shelter, sleep) — **Physiological Need**

When student support personnel are integrated members of the school community, they ...

empower principals to effectively deploy resources

improve access to services

coordinate, evaluate, and adjust services to meet student needs

collaborate with community providers to meet intense or clinical needs of students

Understanding the Roles

Student Support Personnel Share Common Goals

- Wellness
- Learning
- Safety
- Success

While student support personnel roles vary by county and school based on

- identified needs,
- financial allocation decisions, and
- leadership decisions,

all student support personnel collaborate with families, teachers, administrators, and community.

School Attendance Directors

- **Ensure** compliance with attendance and truancy policies
- **Collaborate** with principals and other staff to promote and organize comprehensive approaches to improving attendance, beginning with prevention
- **Support** at-risk students to promote regular school attendance
- **Provide** interventions that support regular attendance

School Behavior Interventionists and Board-Certified Behavior Analysts (BCBAs)

- **Conduct** functional behavior assessments
- **Identify** behavior goals, **design** intervention plans, and **adjust** plans based on data
- **Develop** and **implement** data-collection and monitoring systems to support interventions and student behavior change
- **Collect** and **analyze** data related to positive behavior strategies for all students
- **Support** special educators with IEP development, research-based instructional strategies, and behavior management

Behavior Interventionists and Board-Certified Behavior Analysts

Behavior Interventionist

- Work in general education or special education settings

- Typically requires a master's degree and is a general title that may look different in various districts

Board-Certified Behavior Analyst

- Work with special education students on the Autism spectrum or with other disorders that cause severe, challenging behaviors

- Requires a master's degree, specialized training, and passing score on the national BACB certification exam

School Counselors

- **Analyze** data to identify student and schoolwide needs and challenges
- **Develop** and **implement** a comprehensive counseling program
- **Ensure** staff promote integrated delivery of standards
- **Teach** schoolwide, standards-based classroom lessons
- **Provide** short-term individual/small-group counseling
- **Refer** students for long-term supports
- **Support** students with academic planning and goal setting
- **Improve** access, achievement, and opportunities for every student
- **Advocate** for students and student-focused meetings
- **Provide** crisis response

School Nurses

- **Protect** and promotes student health
- **Advocate** for and **coordinate** student-centered care
- **Bridge** health care and education
- **Collaborate** to design systems that allow individuals and communities to develop to their full potential

School Psychologists

- **Follow** NASP Model for Comprehensive and Integrated Psychological Services
- **Identify** behavior goals, **design** intervention plans, and **adjust** plans based on data
- **Support** students' social, emotional, and behavioral health
- **Evaluate** student eligibility for special education services within a multidisciplinary team
- **Refer** students and coordinate community support services
- **Identify** and **resolve** academic barriers to learning
- **Design** and **implement** student progress monitoring systems
- **Strengthen** connections between school, home, and community

School Social Workers

- **Remedy** barriers to learning created by social factors.
- **Provide** supports to high-risk students to prevent truancy and dropping out of school.
- **Support** students' social, emotional, and life adjustment to school and/or society
- **Link** school and community services to promote and support students' academic and social success

Communities In Schools Coordinators

- **Engage** school support team to implement CIS model
- **Build relationships** with school, community, and volunteers
- **Lead** annual needs assessment
- **Develop** and **implement** school support plan
- **Coordinate** delivery of evidence-based services
- **Provide** services for students at risk of dropping out
- **Monitor** and **adjust** services to maximize impact
- **Evaluate effectiveness** at school and student levels
- **Lead** the school support team in reporting

Licensed Mental Health Professionals*

- **Provide** individual therapeutic interventions for guardian-approved student
- **Conduct** small-group psychotherapy interventions
- **Co-create** and implement supports for all tiers
- **Collaborate** with students, teachers, parents, administrators, and communities to enhance student mental-health support
- **Carry** caseloads of up to 50 clients at any one time
- **Provide** professional development centered on prevention, mental health, and wellness

*Either hired by school board or employed by community mental health agency
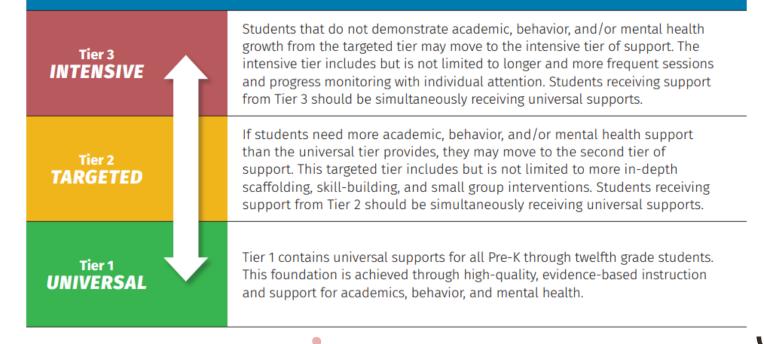
Community Partners

- West Virginia Common Ground
- Handle with Care
- Prevent Suicide WV
- School-based health centers
- WV Behavior and Mental Health Technical Assistance Center

Student Support Personnel Roles and the West Virginia Tiered Systems of Support

WVTSS Tier Overview

Tiered System of Support for Academics, Behavior, and Mental Health	
Tier 3 **INTENSIVE**	Students that do not demonstrate academic, behavior, and/or mental health growth from the targeted tier may move to the intensive tier of support. The intensive tier includes but is not limited to longer and more frequent sessions and progress monitoring with individual attention. Students receiving support from Tier 3 should be simultaneously receiving universal supports.
Tier 2 **TARGETED**	If students need more academic, behavior, and/or mental health support than the universal tier provides, they may move to the second tier of support. This targeted tier includes but is not limited to more in-depth scaffolding, skill-building, and small group interventions. Students receiving support from Tier 2 should be simultaneously receiving universal supports.
Tier 1 **UNIVERSAL**	Tier 1 contains universal supports for all Pre-K through twelfth grade students. This foundation is achieved through high-quality, evidence-based instruction and support for academics, behavior, and mental health.

Exploring WVTSS - Tiered Services

Tier 3	• Individual counseling or therapy • Brief Functional Behavior Assessments • Outside services and supports
Tier 2	• Check in/ check out • Individual or small-group counseling • Linkage to community resources • Life skills and self-management support
Tier 1	• Prevention activities • Social-emotional lessons • Well-being programs • Attendance incentive programs • Universal screening and/or needs assessments • Core curriculum

- **Reflections:**

Who are the student support personnel in your student's school?

What intervention supports and services at your student's school are you familiar with?

Video Resources

Collaborating for Student Success

References

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