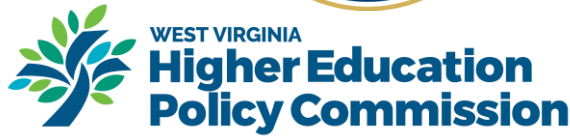


Collaborating for Student Success

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



Collaborative Partners



Key Understandings for Leaders

1

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

2

Student support personnel are vital to student success.



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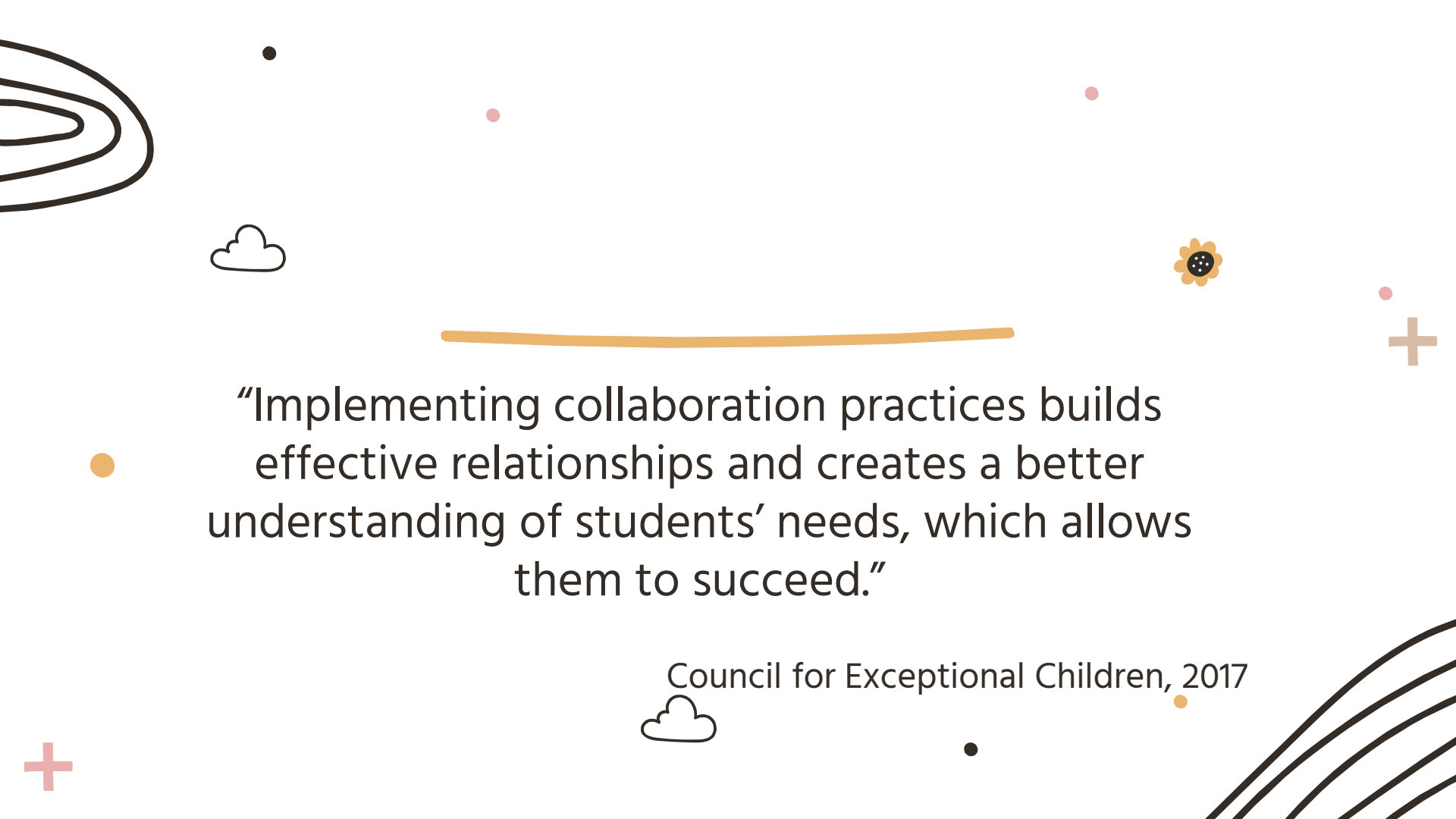
3

It is critical for leaders to clearly define the roles of student support personnel.

4

Collaboration among student support personnel is a best practice to maximize student success.





● “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



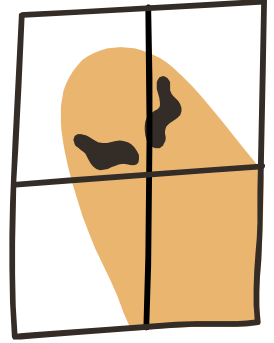


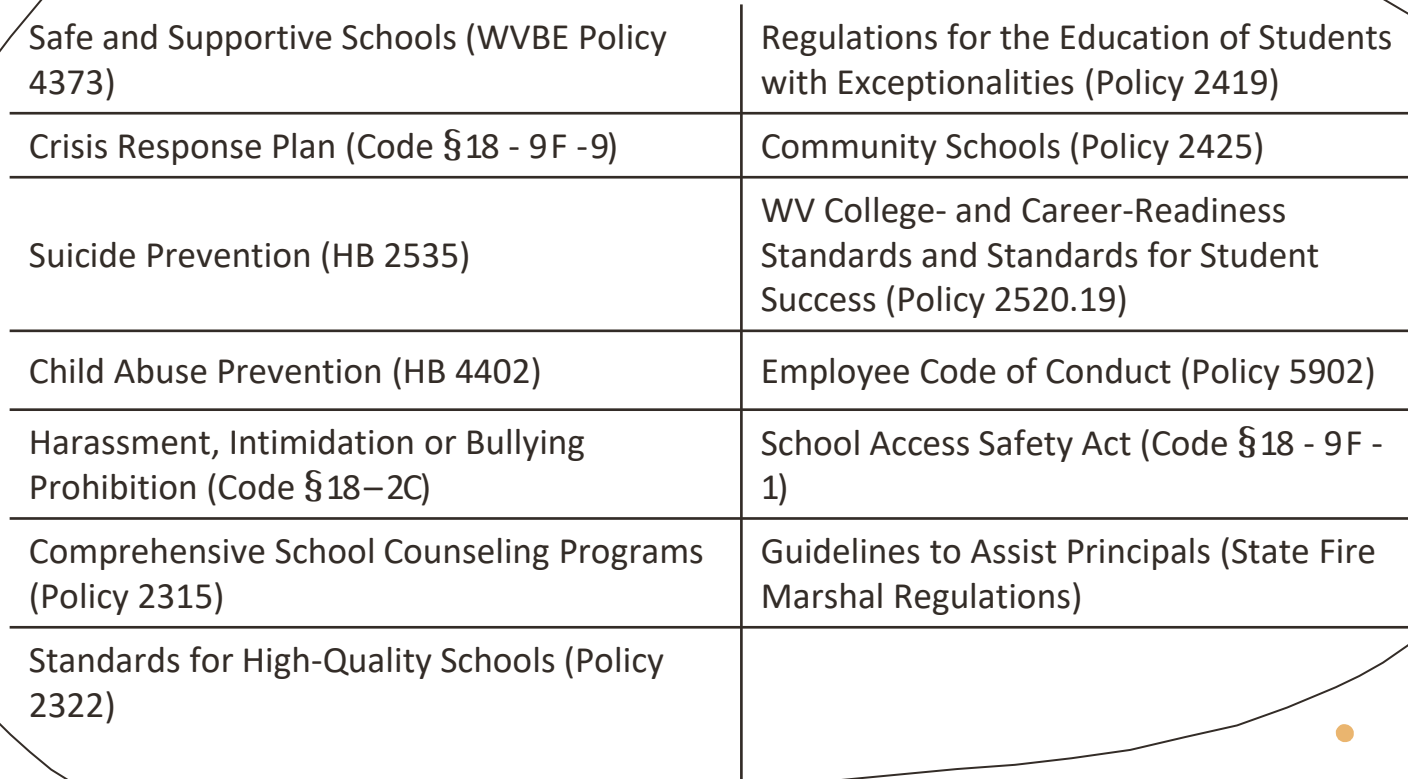
WV State Code §18-9A-2

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**

Student Support Personnel in Schools



Attendance
Directors



Communities
in Schools
Coordinators



School
Behavior
Interventionists



Community
Partners



School
Counselors



School
Psychologists



School Social
Workers



School
Nurses

Why are student support personnel so vital in schools?






1 in 5

children are diagnosed with a
mental disorder ever year



5 million

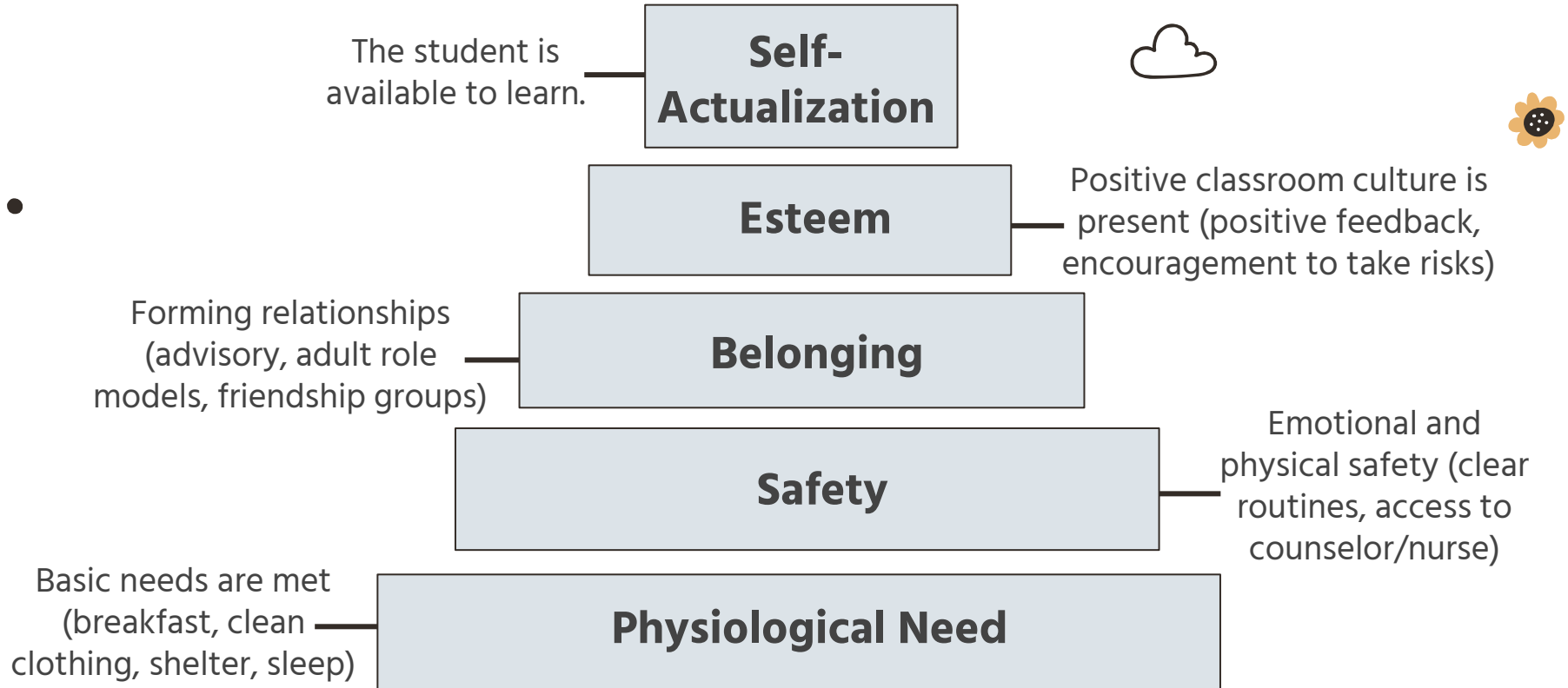
American children and
adolescents suffer from a serious
mentall illness



more than 12 million

children live in poverty

Maslow's Hierarchy of School Needs



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

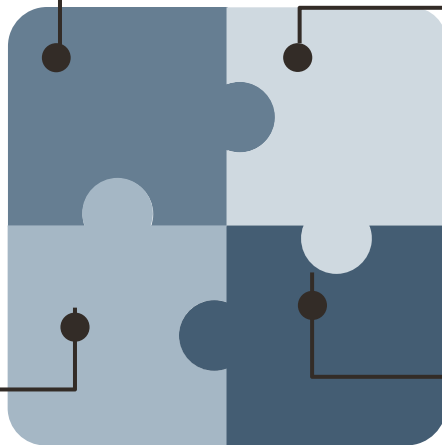


empower principals
to effectively
deploy resources

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



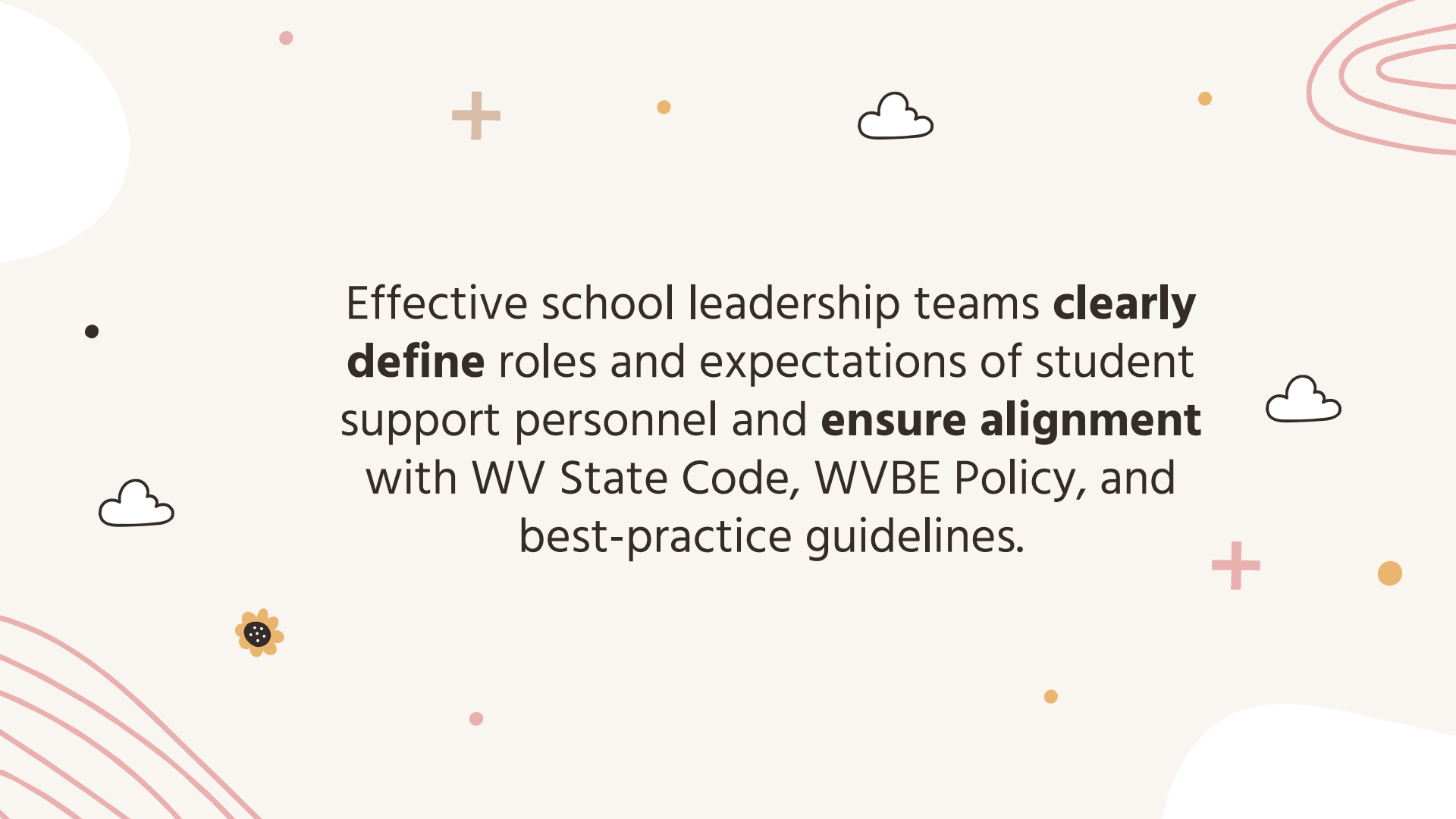


Understanding the Roles

Student Support Personnel Share Common Goals

- Wellness
- Learning
- Safety
- Success




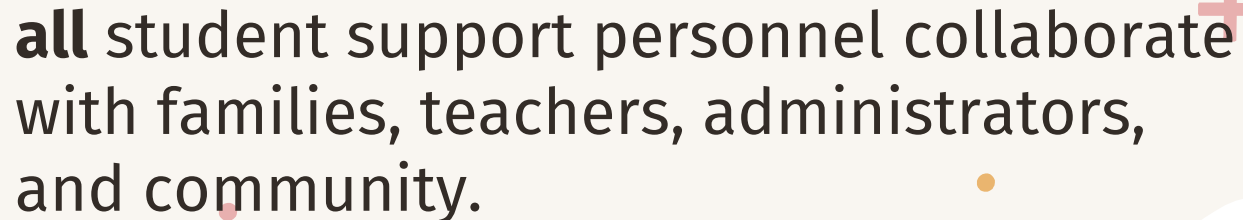
The background is a light beige color with various decorative elements. There are several small, solid-colored circles in shades of pink, orange, and yellow. There are also stylized line-art clouds in black and pink. A pink plus sign is visible in the upper left, and another pink plus sign is in the lower right. A small orange flower with a black center is in the lower left. A large white shape is in the top left corner, and a large white shape is in the bottom right corner. A pink rainbow is in the bottom left corner.

Effective school leadership teams **clearly define** roles and expectations of student support personnel and **ensure alignment** with WV State Code, WVBE Policy, and best-practice guidelines.



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



WV Tiered System of Supports (WVTSS) for Mental Health

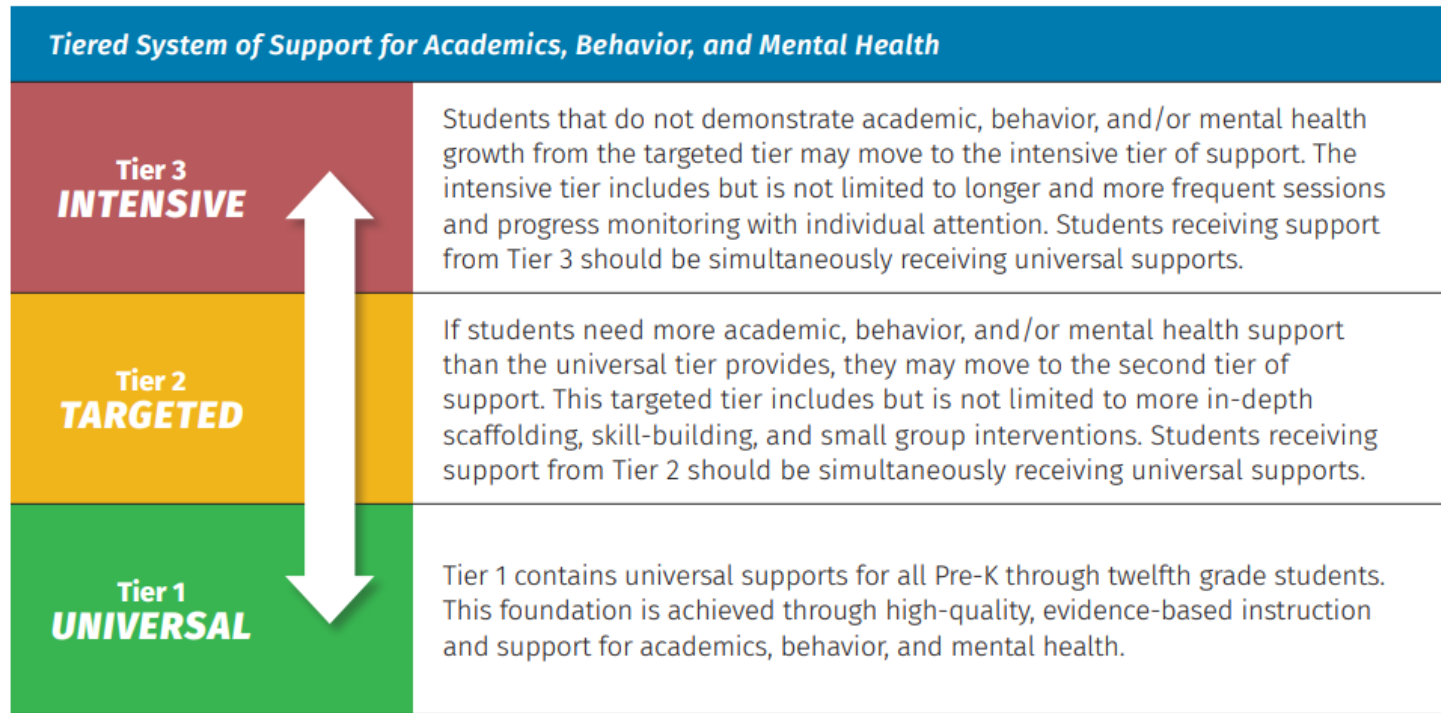


WV Tiered System of Supports (WVTSS) for Behavioral Health



Resources: [WVDOE-WVTSS](https://www.wvdoe.org/WVTSS)

WVTSS Tier Overview







Exploring WVTSS – Tiered Services




Tier 3	<ul style="list-style-type: none">• Individual counseling or therapy• Brief Functional Behavior Assessments• Outside services and supports
Tier 2	<ul style="list-style-type: none">• Check in/ check out• Individual or small-group counseling• Linkage to community resources• Life skills and self-management support
Tier 1	<ul style="list-style-type: none">• Prevention activities• Social-emotional lessons• Well-being programs• Attendance incentive programs• Universal screening and/or needs assessments• Core curriculum



Discussion: 

What are
other
examples in
your setting?



WVTSS Tiers

	Universal	Tier 2	Tier 3
CIS Coordinator	X	X	
School Counselor	X	X	
School Psychologist	X	X	X
School Social Worker	X	X	X*
School Nurse	X	X	
Behavior Interventionist/BCBA		X	X
Attendance Director	X	X	
Licensed Mental Health Professional	X	X	X

* May provide therapy if appropriately licensed according to WV Code §30-30-9, §30-30-11, §30-30-13, and §30-30-15

Activity: Case Study 1



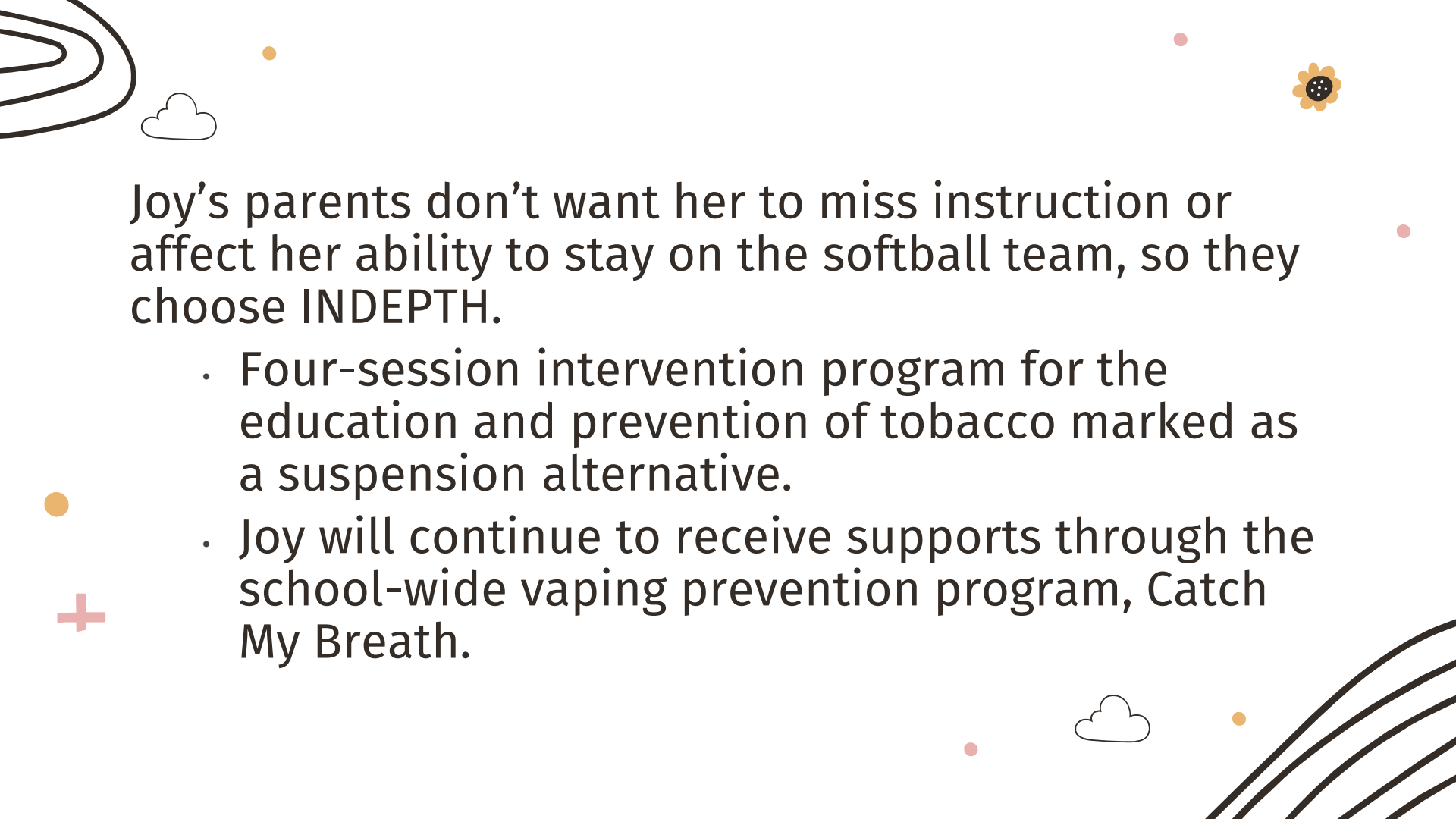
Joy's middle school implements schoolwide PBIS, West Virginia College and Career Readiness Standards, other WVBE policies, and teaches Catch My Breath to the 8th grade classes.



Joy was caught two weeks ago vaping in the bathroom with a group of friends. When her principal talked to her parents, the principal said there were two choices:

Joy would be suspended for 5 days.

Joy could participate in the 4-session INDEPTH program.



Joy's parents don't want her to miss instruction or affect her ability to stay on the softball team, so they choose INDEPTH.

- Four-session intervention program for the education and prevention of tobacco marked as a suspension alternative.
- Joy will continue to receive supports through the school-wide vaping prevention program, Catch My Breath.


Activity: Case Study 2



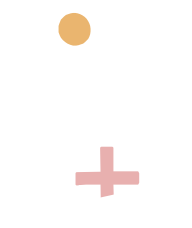

Jim's high school has a Communities In Schools Coordinator and receives McKinney-Vento Funding.



Jim has increasingly been missing school and has 10 days of unexcused absences. When his principal talked to his grandmother, she found out that Jim's dad was incarcerated and Jim was now living out of area with her.



Jim's grandmother does not want him to miss instruction, but he currently must catch two buses to get to school because she does not have a vehicle. She did not know that there may be funding through McKinney-Vento to provide transportation for Jim to get to school. (As a student who was displaced during the school year, Jim will qualify for McKinney-Vento assistance). His grandmother has requested to meet with the CIS Case Manager to see if she could work with the McKinney-Vento Coordinator to obtain transportation support. Additionally, Jim will be referred to participate in a small group with the school social worker and other students previously identified as at-risk.

- 
- Jim will attend a nine-week intervention group for the education and prevention of absenteeism as a suspension alternative with the school social worker.
 - Jim will continue to receive supports through Case Management with the CIS Coordinator.
- 



Reflection:

Why is it important to avoid a
“siloe approach” to
supporting our students’
well-being?





Collaborating Effectively



Tips for Successful Collaboration


1. Map your resources.
2. Assemble a team.
3. Understand everyone's role.
4. Have a shared goal.
5. Use and share data.
6. Meet on a regular basis to track progress and adjust as needed.



1. Map Your Resources.




Resource mapping is an active, ongoing process to identify and share information about internal and external supports and services.



+


1

Review the types of supports in your school and community*






2

Confirm which exist at school or in the community.



3

Document the name and information for the primary contact.

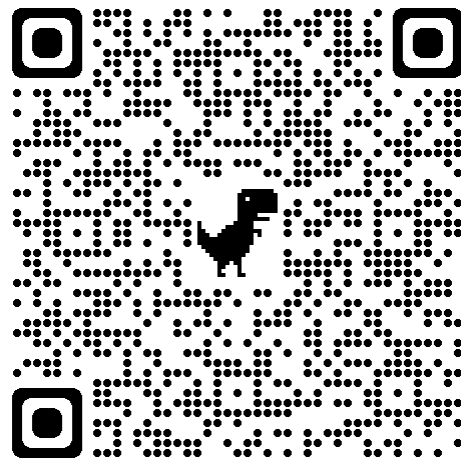


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2. Assemble a School Mental Health Team. 🌻



“A school mental health team is a group of school and community stakeholders who meet regularly and use data-based decision making to support student mental health, including improving school climate, promoting student and staff well-being, and addressing individual student strengths and needs.”



3. Understand Roles.



- Review *Collaborating for Student Success* to clarify WV-specific roles and responsibilities for student support personnel.
- Communicate with the professional student support personnel and school leadership to understand their roles.
- Use a planning tool (e.g., resource mapping tool) to collaboratively document roles and responsibilities in your school's context. Be sure to include itinerants and those employed by outside agencies.
- Determine if there are any gaps in services that need to be addressed.




Leveraging Professional Student Support Personnel



DO

- Align roles with professional frameworks
- Ensure regular collaboration with teachers and leadership, as well as regular planning time
- Include in WVTSS planning, strategic planning process, and on the School Crisis Response & Planning Team

DON'T

- Task with disciplinary duties, coverage for classes, clerical duties, or covering for building administration
 - Assign responsibilities that limit availability during a crisis
 - Forget to encourage self-care and mental wellness
- 

• 4. Establish Shared Goals.

- Every WV public school creates an annual strategic plan.
- Developing the plan is not a “solo” assignment: include key stakeholders on the planning team.
- Each stakeholder should understand the planning process, their role on the team, and the aligned efforts they must make to achieve the goals.
- Ensure goals are clear and measurable.



Developing Aligned Goals



1

+ Select an aligned goal or goals from the strategic plan.

2

Identify all team(s) that can support the goal.

3

Generate sub-goals and related activities for each team.

4

Specify data to be used to determine success. +



Alignment Sample 1

Strategic
Plan Goal

10% decrease in student suspensions (in- and out-of-school) by end of school year

Teams That
Share Goal

School Counselors

School Social Workers

Team
Subgoals

Decrease disciplinary referrals for peer conflict by 20%

Manage 100% students with 2+ suspensions from previous year

Aligned
Activities

Provide individual / small group counseling to teach conflict resolution and anger management skills

Implement tiered supports to help improve behavior

Alignment Sample 2

Strategic
Plan Goal

Reduce number of students absent from school 11-17 days to 10% by end of school year

Teams That
Share Goal

School Nurses

CIS Coordinators

Team
Subgoals

Advocate for 100%
students absent for
chronic health condition

Case manage 100%
students absent 11-17
previous year

Aligned
Activities

Collaborate with school and
family to develop plan for
each student

Implement tiered supports
to address root causes

Alignment Sample 3

Strategic
Plan Goal

10% decrease in student suspensions (in- and out-of-school) by end of school year

Teams That
Share Goal

School Counselors

Afterschool Staff

Team
Subgoals

Decrease disciplinary referrals for peer conflict by 20%

Develop positive relationship between student and parent



Aligned
Activities

Provide individual- or small-group counseling to teach conflict resolution and anger management skills

Implement parent program to support positive relationship between parents and students

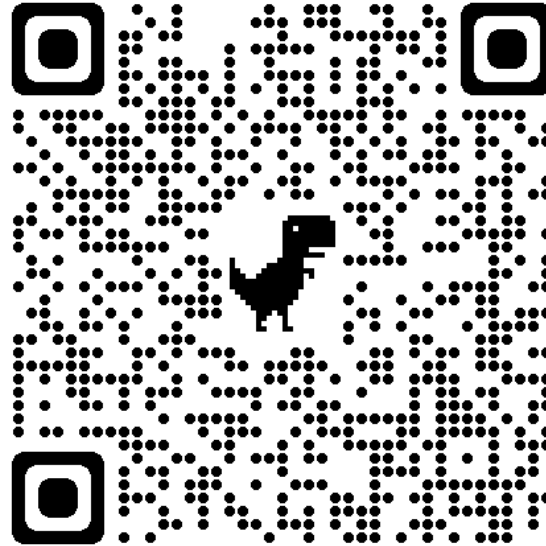


4. Use and Share Data.

- Identify and/or develop data-collection strategies.
 - Use the data to identify areas of need.
 - Identify processes to track and review progress.
 - Decide how often the team will review data.
- 
- 



Collaborating for Student Success



References



Center for School Mental Health: School Mental Health Teaming Playbook https://nepbis.org/wp-content/uploads/NEPBIS_Leadership_Forum/2019/E2.-School-Mental-Health-Teaming-Playbook.pdf

- A Framework for Safe and Successful Schools <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/a-framework-for-safe-and-successful-schools>

Mental & Behavioral Health Career Pathways <https://www.wvhepc.edu/wp-content/behavioral-health-pathways/index.html>

National Association of School Psychologists: Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-and-behavioral-health/additional-resources/comprehensive-school-based-mental-and-behavioral-health-services-and-school-psychologists>

- Working Together to Support the Whole Child, Oklahoma Education <https://sde.ok.gov/sites/default/files/SCHOOL-BASED%20MENTAL%20HEALTH%20PROFESSIONALS.pdf>