

Collaborating for Student Success:

Understanding the Roles of Professional Student Support Personnel



Revised February 2024



**West Virginia Board of Education
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Introduction

The purpose of this document is to provide the reader with a general understanding regarding the roles and responsibilities of professional student support personnel in West Virginia schools and how, through a collaborative partnership, they can work together to provide a safe and supportive learning environment for WV students.

Research confirms that students do better in school when they receive social-emotional and mental health support. They miss fewer classes, concentrate more, are less likely to engage in risky or antisocial behavior, and achieve higher test scores¹. The most effective way to implement integrated services that support school safety and student learning is through a school-wide multitiered system of support (MTSS). Effective MTSS requires:

- adequate access to school-employed professional student support personnel and community-based services
- integration of services (social-emotional learning, mental health, medical health, behavioral supports, academic supports, school-based services, and community services)
- adequate staff time for planning and problem-solving
- effective collection, evaluation, interpretation, and use of data
- patience, commitment, collaborations, and strong leadership²
- understanding the various roles of the many student support personnel and how they work together for the benefit of every child.

The West Virginia Department of Education (WVDE) recognizes the effectiveness of a multi-tiered system of support and is committed to ensuring equitable education opportunities through the West Virginia Tiered System of Support (WVTSS), a multi-tiered systems framework. WVTSS emphasizes the integration of academics, behavior, and mental health as uniformly critical to student success and focuses on the cohesive system of support rather than interventions alone.

Integrating Services through Collaboration

Professional student support personnel, as defined by WV State Code §18-9A-2 with the passage of HB 206 provide “direct social and emotional support services to students, as well as professional personnel addressing chronic absenteeism.” WV Schools Professional Student Support Professionals serve in critical leadership roles related to school safety, positive school climate, and providing school-based mental health services. Integrated services lead to more sustainable and comprehensive school improvement, reduce duplicative efforts and redundancy, and require leadership by the principal and a commitment from the entire staff.

¹ “School-Based Mental Health Services.” National Association of School Psychologists (NASP), <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/school-psychology-and-mental-health/school-based-mental-health-services>.

² “A Framework for Safe and Successful Schools.” National Association of School Psychologists (NASP), <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/a-framework-for-safe-and-successful-schools>.

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General Roles and Responsibilities

(may differ by county/school)



Having professional student support personnel as integrated members of the school staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the dynamic need of their student population. Improving access also allows for enhanced collaboration with community providers to meet the more intense or clinical needs of students. The general roles and responsibilities may differ by county and by school. An effective school leadership team will work to clearly define roles and expectations of student support personnel while ensuring the roles and responsibilities of each remain within WV State Code, WVBE Policy, and best practice guidelines.

ATTENDANCE DIRECTORS/ ATTENDANCE SPECIALISTS

Typically charged with ensuring compliance with attendance and truancy policies, these individuals can work with principals and other staff to promote and organize a more comprehensive approach to improving attendance that begins with prevention. Attendance Directors/Attendance Specialists work with at-risk students to promote regular school attendance and provide interventions that support regular attendance.



A COLLABORATIVE APPROACH TO ADDRESSING CHRONIC ABSENCE

Addressing chronic absence most often needs a collaborative approach, and educators are not expected to address the complex needs of at-risk students on their own. Many schools or districts have individuals who can help students and families address the barriers that keep students from being in school every day. Tap into the resources and supports offered by these support staff to make a greater impact in improving attendance for these vulnerable students.



ESSENTIAL DUTIES & RESPONSIBILITIES

(Taken from West Virginia Code 18-8-4)

Appropriate duties are as follows:

- promote regular school attendance and provide truancy prevention activities that support regular attendance and detour other needed intervention for unexcused absences
- conduct home and other off-site visits to address student attendance, physical, and social-emotional needs
- provide family support and resources to assist with truancy prevention and overall student well-being
- attend parent conferences, team meetings, SAT meetings, and other meetings related to school attendance or non-attendance issues
- interpret and follow all state, county, and school laws and policies related to attendance
- assist with the identification and referral of at-risk students and participate in truancy/pre-diversion meetings
- collaborate with school counselors, social workers, and other direct service providers to connecting at-risk students with prevention services
- make referrals to the judicial system for students with excessive absences
- serve as the liaison for homeless children and youth to help remove barriers to school enrollment and learning



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ATTENDANCE: KEY SCHOOL SUPPORT ROLES

In addition to teachers, who else in your school building can help?

Office Staff: These individuals play a key role in attendance, from ensuring accurate attendance reports are available to creating a culture of attendance by interacting in a positive manner with students and their families.

School Counselor: Counselors can help work with students and families with a prior or emerging pattern of chronic absence to unpack barriers to attendance and develop plans for overcoming them. They can also help schools create a more engaging and positive school climate that motivates students to show up to class every day.

School Nurse: If your school has a nurse or employees at a health center, they can help families assess if a student is well enough to attend class or stay home due to illness, help manage chronic health issues such as asthma, can provide access to services, and encourage families to avoid missing school for medical appointments.

Social Worker: If your school has a social worker, he or she can help identify barriers to attendance faced by students and families and gain access to a wide variety of supports including food, clothing, transportation and medical care. The social worker may also serve in the role as a homeless liaison to assist students experiencing homelessness or who are in foster care.

Communities In Schools Coordinator: At risk youth are often served by a team of people and services. It is important to regularly communicate and collaborate with this team around a student's strengths, needs, and progress. The coordinator can help by providing supports that better able a student to attend school regularly. They can also help ensure that students receive services to which they are entitled, help students maintain school stability, and ultimately, improve their attendance.

BEHAVIOR INTERVENTIONISTS

Behavioral Interventionists help children develop social skills, improve their ability to learn in school, and eliminate or reduce negative or disruptive behaviors.



WHAT IS A BEHAVIOR INTERVENTIONIST?

The Behavior Interventionist works collaboratively with the student's educational team and parents to develop and implement intervention strategies (positive behavior supports) for the classroom and within the school environment that allows the student to integrate behaviorally into the school setting successfully. This person has the training to address behavior issues in the school. This person will provide direct and consultative services for the diagnostic, preventative, and interventive purposes in the school setting.

BEHAVIOR INTERVENTIONIST QUALIFICATIONS

- **specialized training in behavior modification and behavior management**
.....
- **trained to take relevant data to help track and modify inappropriate behavior**
.....
- **prepared to develop, implement, and maintain student data collection and progress monitoring system for students with behavior disorders and other exceptionalities**
.....
- **ability to collect and review Standards-Based Individualized Education Plans for content and required data**
.....
- **maintain and participate in professional development, focusing on behavioral interventions and strategies**

Behavior Interventionist's role include:

- establishes relationships and communicates with teachers, administrators, and family members
- identifies and seeks resolution for potential problems arising with any involved parties-attends required meetings that discuss behavior
- work efficiently and effectively, both individually and as part of a team
- reports immediately any suspected incidents of child abuse or neglect to the Child Abuse Hotline
- ability and willingness to think "outside the box"
- dedicated to the success of children and family teams
- to comply with policies established by federal and state law, State Board of Education, and local board policy in the areas of assessment, placement, and delivery of special education services
- participate in professional development activities to improve skills related to job assignment
- maintain positive relationships with the building administration, parents, other staff, and students in the buildings
- collaborate with the school leadership team to ensure all students promote social, emotional learning



Note: Counties may use different titles for their behavior support personnel.



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BEHAVIOR INTERVENTIONIST'S ROLE

Behavior Interventionists work with teachers to:

- identify and resolve behavior barriers to learning
- design and implement student progress monitoring regarding behavior
- support instruction to help create a positive classroom environment
- motivate all students to encourage appropriate behavior

Behavior Interventionists work with Administrators to:

- collect and analyze data related to school improvement regarding positive behavior strategies for all students.
- promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment
- implement school support programs to reinforce positive school mental health

Behavior Interventionist Responsibilities include:

- conduct functional behavior assessments (FBA)/ behavior intervention plans (BIP)
- develop specific, individualized systems of data collection for each assigned student
- execute data collection methods to support interventions and behavior change
- revise and update behavior support plans, and behavior goals as data suggest the need for intervention change
- assist with student performance assessments and testing
- provide on-going support and resources to special educators for IEP development, disability information, research-based instructional strategies, and behavior management
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COMMUNITIES IN SCHOOLS SITE COORDINATOR

Site Coordinators are responsible for overall planning and managing of Communities In Schools (CIS) operations at the schools in the implementation of the CIS model of integrated student supports.



SITE COORDINATOR

Site Coordinators hold a minimum of a Bachelor's degree or demonstrated relevant equivalent experience in education, social work, or related field, and possess the knowledge, skills, and personal attributes needed by entry-level professionals to support the critical features of positive youth development settings. Additionally, site coordinators have experience working with school-age children, effective written and verbal communication skills, and familiarity with local health and human service agencies.

CORE COMPETENCES

- understand and apply basic child and adolescent development principles
- communicate and develop positive relationships with youth
- adapt, facilitate, and evaluate age appropriate activities with and for the group
- respect and honor cultural and human diversity
- involve and empower youth
- identify potential risk factors (in a program environment) and take measures to reduce risk.
- care for, involve and work with families and community
- work as part of a team and shows professionalism
- demonstrate the attributes and qualities of a positive role model
- interact with and relate to youth in ways that support asset building

ESSENTIAL DUTIES & RESPONSIBILITIES

Appropriate duties:

- engage a school support team that works closely with school administrators, staff, and teachers in the implementation of the CIS model
- build and nurture school staff relations, relationships to school and community and engaging volunteers for the delivery of services
- lead annual needs assessment process
- lead the development and implementation of the school support plan [the plan will include measurable objectives, as well as procedures for delivering widely available services (Tier I), targeted services (Tier II), and intensive, individualized services (Tier III), monitoring and adjusting services, and evaluating and reporting effectiveness]
- lead and coordinate the delivery of evidence-based services based on best practice and risk factor research
- coordinate and provide targeted and individual services at the school for specific students who are identified as having the greatest risk of eventually dropping out of school
- monitor and adjust services as needed to maximize effectiveness and impact
- evaluate the effectiveness at achieving school and student individualized goals
- lead the School Support Team in reporting (reports will be provided to school, county, and WVDE which are instrumental in planning services for the following year, as well as contributing to state level reports and the Communities In Schools National Office)

APPROPRIATE AND INAPPROPRIATE ACTIVITIES FOR SITE COORDINATORS

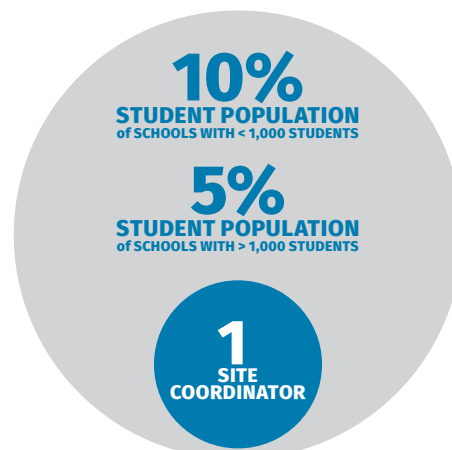
Site Coordinators Should

- › work with a School Support Team to complete a CIS School Needs Assessment
- › work with a team to develop a CIS School Support Plan
- › provide Progress Monitoring Reports in a timely manner to County Contact, Principal, School Support Team, and WVDE
- › provide support to duties at school (Ex. Morning Greeter/Lunch Helper)
- › be given at least one day per month away from the school to work on data entry
- › use data (Zoom WVe and WVEIS) to complete a root cause document to determine which staff member best provides support for each students' success
- › provide support for every student in the building through Tier 1 supports
- › collaborate with others

Site Coordinators Should Not

- › work alone to complete a CIS School Needs Assessment
- › work alone to complete a CIS School Support Plan
- › allow School and Student Data to become unusable
- › be assigned duties at school (If an emergency occurs with a case managed student, Site Coordinator should be able to attend to that emergency)
- › delay collecting/reporting data because untimely data is not actionable
- › case manage every student in the building through Tier 2 and Tier 3
- › work independently

IDEAL CASELOAD



COMMUNITY & FAMILY PARTNERS IN WEST VIRGINIA SCHOOLS

A successful partnership between schools, community, and families has a significantly positive impact on student wellness and success.



BENEFITS OF PARTNERSHIPS

Schools must attend to both the academic success of students as well as the social, emotional, and behavioral developmental needs of the child. Schools cannot do it alone. In order to have the most positive impact on the academic and wellness outcomes of students, it is imperative that schools, communities, and families work together through a collaborative and comprehensive approach.



Community partners augment services in the school building and link students to other services and support in the community. A successful partnership between school, community, and families has a significantly positive impact on student wellness and success.

EXAMPLE PARTNER INITIATIVES IN WEST VIRGINIA SCHOOLS

21st Century Community Learning Center

21st CCLC programs provide academic enrichment opportunities for students during non-school hours by helping them meet state and local academic standards and offering a broad array of enrichment activities that complement regular academic programs.

wvde.us/student-support-well-being/21st-cclc

Communities In Schools

CIS works inside school systems with superintendents, principals, educators, and other personnel, to forge community partnerships that bring resources into schools and help remove barriers to student learning. wvde.us/cis

WV Guideposts to Graduation

WV Guideposts to Graduation (WVGtG) is a new program aligned with the West Virginia Board of Education's Strategic Plan goal to develop economic preparedness relative to postsecondary E's - Education, Employment, Enlistment, and Entrepreneurship. WVGtG focuses on the additional "E" of "Everyday Living" to articulate the achievements of students with disabilities who struggle with independent living skills.

Family-Educator Resource Center (PERC) Project

The PERC project builds partnerships between families and educators to ensure children with disabilities receive the highest educational opportunities and achievement possible.

wvde.us/special-education/family-and-public-partnership/family-and-community-engagement/

Project AWARE

Project AWARE (Advancing Wellness and Resiliency in Education) supports collaboration between community partners and schools to implement comprehensive services that promote the healthy development of students by addressing trauma, increasing resilience, and fostering positive factors in their lives.

wvde.us/student-support-well-being/project-aware/



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ADDITIONAL PARTNER INITIATIVES IN WEST VIRGINIA SCHOOLS

Community Schools

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement lead to improved student learning, stronger families and healthier communities (WVBE Policy 2425).

Common Ground

Common Ground delivers a means for schools and school districts to request guest speaker visits from military service organizations in an effort to positively impact student success. wvde.us/commonground

Handle With Care

Handle With Care is a statewide, trauma-informed response to child maltreatment or exposure to violence through improved communication and collaboration between law enforcement, schools/child care agencies and mental health providers. www.handlewithcarewv.org

Prevent Suicide West Virginia (DHS)

Prevent Suicide WV provides a wide array of services to children, teens, adults and the elderly. Prevent Suicide West Virginia increases the capacity of suicide prevention education, including training for school personnel when requested. <https://preventsuicidewv.com/>

School-Based Health Centers (SBHCs)

SBHCs are health clinic sites sponsored and managed by Community Health Centers. A range of services are offered to children, adolescents and the school community within a school site.

dhhr.wv.gov/dpc/school_based/Pages/default.aspx or www.wvpca.org/content.asp?contentid=168

West Virginia Behavior/Mental Health Technical Assistance Center

This center serves as an extension of the WVDE to provide capacity-building models of coaching and supports to schools for all students including children with disabilities.

www.marshall.edu/bmhtac/request-for-assistance

WV Department of Human Services, Bureau for Behavioral Health

The Bureau's Office of Children, Youth and Families administers programs to promote the behavioral health of children and youths in West Virginia communities through primary prevention and individualized services for mental health, substance use, and intellectual and developmental disabilities. The WVDE and the DHS are committed to working together to support children and families. <https://dhhr.wv.gov/BBH/about/Children%2cYouthandFamilies/Pages/default.aspx>

WV Expanded School Mental Health

Expanded school mental health (ESMH) comprehensive system of mental health services and programs that builds on core services typically provided by schools. The framework includes the full continuum of prevention, early intervention and treatment. wvesmh.org

PLEASE NOTE: This is not a comprehensive list. There may be additional opportunities for school partnerships in your community.

MCKINNEY-VENTO HOMELESS EDUCATION LIAISONS

McKinney-Vento Homeless liaisons actively advocate for students experiencing homelessness, ensuring they receive support both in and out of school.



WHAT IS A MCKINNEY-VENTO LIAISON?

A McKinney-Vento liaison is a staff member in a school or district who plays a vital role in supporting students experiencing homelessness. Their responsibilities include ensuring that any student facing homelessness is identified and enrolled in school promptly, even if they lack the usual enrollment documents. These liaisons work diligently to help homeless students receive all eligible services to facilitate their academic success, including access to services such as food, transportation, and educational support.

Additionally, they advocate for homeless students, guiding them through the educational system and ensuring they have equal opportunities for learning. Collaborating with parents, guardians, and unaccompanied youth, McKinney-Vento liaisons address their unique needs and challenges. McKinney-Vento liaisons are essential in ensuring that students experiencing homelessness receive the necessary support both within and outside the school environment.

Key Duties of the McKinney-Vento Liaison:

- Identify homeless children and youth through outreach and coordination with other agencies.
- Ensure homeless students are enrolled and have equal opportunities for success in school.
- Provide eligible educational services, including Head Start and early intervention programs.
- Offer referrals to health, dental, mental health, housing, and substance abuse services.
- Inform parents and guardians about available educational opportunities and encourage participation.

- Disseminate public notices about homeless students' rights in accessible locations.
- Assist parents, guardians, and unaccompanied youth in accessing transportation services.
- Mediate enrollment disputes.
- Support school personnel providing McKinney-Vento services through professional development.
- Help unaccompanied youth meet academic standards and understand their status as independent students for FAFSA verification.

Navigating Educational Challenges: McKinney-Vento Liaisons' Support

- **Identification and Enrollment:** They ensure that students experiencing homelessness are promptly identified and enrolled in school, even if they lack the usual enrollment documents. This involves actively seeking out homeless children and youth, understanding their unique situations, and facilitating their seamless entry into the educational system.
- **Eligible Services:** These liaisons work diligently to help homeless students receive all eligible services, including access to food, transportation, and educational support. They collaborate with community agencies to ensure that students' basic needs are met, allowing them to focus on their studies.



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- **Advocacy and Guidance:** McKinney-Vento liaisons actively advocate for homeless students. They guide these students through the educational system, ensuring they have equal opportunities for learning. Whether it's connecting them with tutoring services, counseling, or extracurricular activities, the liaison acts as a bridge between the student and available resources.
- **Collaboration with Agencies:** Beyond the school environment, liaisons collaborate with parents, guardians, and unaccompanied youth to address their unique needs and challenges. They work closely with shelters, social services, and other community organizations to provide holistic support.
- **Public Notices:** Liaisons disseminate public notices about homeless students' rights. These notices are strategically placed in locations frequented by parents, guardians, and unaccompanied youth, such as schools, shelters, libraries, and soup kitchens. The goal is to raise awareness and empower families to assert their educational rights.
- **Transportation Assistance:** Liaisons inform and assist families in accessing transportation services, connecting them with multiple options. This ensures that students can continue attending their original school (when feasible and in their best interest), promoting stability in education.
- **Mediation:** When enrollment disputes arise, liaisons step in to mediate. They ensure that students' rights are upheld, whether it's resolving disagreements about school placement or other related issues.
- **Professional Development:** To effectively carry out their duties, liaisons receive ongoing professional development. Federal law also requires that McKinney-Vento district liaisons provide all school personnel with professional development and training to equip staff with the knowledge necessary to effectively support students experiencing homelessness.
- **Unaccompanied Youth:** Liaisons play a pivotal role in enrolling unaccompanied youth. They help these students meet challenging academic standards, provide partial credits (refer to Policy 2510) when needed, and ensure they understand their status as independent students for FAFSA and financial aid purposes.



Under the McKinney-Vento Homeless Assistance Act, every local educational agency (LEA) is required to designate a liaison for homeless children and youth. Scan the QR code to obtain the information for the liaison that serves your district.



WEST VIRGINIA SCHOOL COUNSELORS

West Virginia school counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.



SCHOOL COUNSELOR TRAINING

West Virginia school counselors complete a Master's Program which includes:

- counseling theory
- theory & practice of human appraisal
- prevention & treatment of addiction
- counseling children, adolescents & parents
- legal & ethical issues for counselors
- group counseling & theories
- career & lifestyle development
- organization & administration of school counseling programs
- 600 hour internship in elementary, middle, & high school setting



A growing body of research indicates comprehensive, data-driven school counseling programs improve a range of student learning and behavioral outcomes.

SCHOOL COUNSELOR QUALIFICATIONS

- **Hold, at minimum, a master's degree in school counseling**
- **Meet the state certification/ licensure standards**
- **Fulfill continuing education requirements through professional development including WVDE School Counseling Conferences, WVSCA Conferences, ASCA offerings, etc.**
- **Uphold ASCA ethical and professional standards**

IDEAL

250
STUDENTS

1
SCHOOL
COUNSELOR

CASELOAD

SCHOOL COUNSELOR'S ROLE



School counselors are vital members of the education team. They help all students in the areas of academic achievement, career development and social/emotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow.

School Counselors help all students:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

Appropriate duties:

- 80% of time providing school counseling services that directly impact student success, 20% of time in school counseling program planning, management, design, evaluation, etc. (per WV Code § 18-5-18b)
- collaborate with the school leadership team to ensure all staff promote social emotional learning through school-wide integrated delivery of the WV Standards for Student Success
- individual student academic planning and goal setting
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/administrators/community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges
- crisis response



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APPROPRIATE AND INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

Appropriate Activities for School Counselors

- ▶ advisement and appraisal for academic planning

- ▶ orientation, coordination and academic advising for new students

- ▶ interpreting cognitive, aptitude and achievement tests

- ▶ providing counseling/interventions to students who are frequently tardy and/or absent

- ▶ providing counseling to students who have disciplinary problems

- ▶ providing short-term individual and small- group counseling services to students

- ▶ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data

- ▶ interpreting student records

- ▶ analyzing grade-point averages in relationship to achievement

- ▶ collaborating with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success

- ▶ protecting student records and information per state and federal regulations

- ▶ consulting with the school principal to identify and resolve student issues, needs and problems

- ▶ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary

- ▶ analyzing disaggregated schoolwide and school counseling program data

Inappropriate Activities for School Counselors

- ▶ building the master schedule

- ▶ coordinating paperwork and data entry of all new students

- ▶ coordinating cognitive, aptitude and achievement testing programs

- ▶ signing excuses for students who are tardy or absent

- ▶ performing disciplinary actions or assigning discipline consequences

- ▶ providing long-term counseling in schools to address psychological disorders

- ▶ covering classes when teachers are absent or to create teacher planning time

- ▶ maintaining student records

- ▶ computing grade-point averages

- ▶ supervising classrooms or common areas

- ▶ keeping clerical records

- ▶ assisting with duties in the principal's office

- ▶ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards

- ▶ serving as a data entry clerk

WEST VIRGINIA SCHOOL NURSES

West Virginia school nurses are certified/licensed professionals who protect and promote student health, facilitate optimal development, and advance academic success.



SCHOOL NURSE TRAINING

West Virginia school nurses are required to have or obtain a Bachelor's Degree in Nursing (BSN) and a Certification in School Nursing (CSN). These requirements ensure that school nurses have the additional knowledge needed to:

- make better decisions taking a holistic approach with diverse populations
- function as competent leaders
- address the ethical, moral and legal issues of practice
- use evidence-based research in daily practice
- understand and use technology

SCHOOL NURSE QUALIFICATIONS

➤ **School nurses must be certified and licensed by the state in which they work**



➤ **Must fulfill continuing education requirements required by their licensing board and their education agency**



➤ **May be nationally certified by the National Board for Certification of School Nurses (NBCSN). This is noted by the credentials of NCSN (National Certified School Nurse) after their name**



➤ **Uphold NASN (National Association of School Nurses) standards**

DEFINITION OF SCHOOL NURSING



School nursing is a specialized practice of nursing. It protects and promotes student health, facilitates optimal development, and advances academic success.

School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential.

SCHOOL NURSE'S ROLE

School Nurses help students by:

- providing first aid, acute care and chronic care management
- providing health education through individual and group sessions
- promoting healthy habits/choices to achieve optimum potential
- screening for health conditions that could reduce health and/or achievement

School Nurses help families by:

- identifying and adapting to health and social stressors
- obtaining care for identified health problems
- staying informed regarding health and wellness in youth and their family unit

School Nurses work with teachers to:

- ensure a healthy and safe environment
- support effective individualized instruction
- create positive classroom environments
- motivate all students to engage in learning



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SCHOOL NURSE'S ROLE

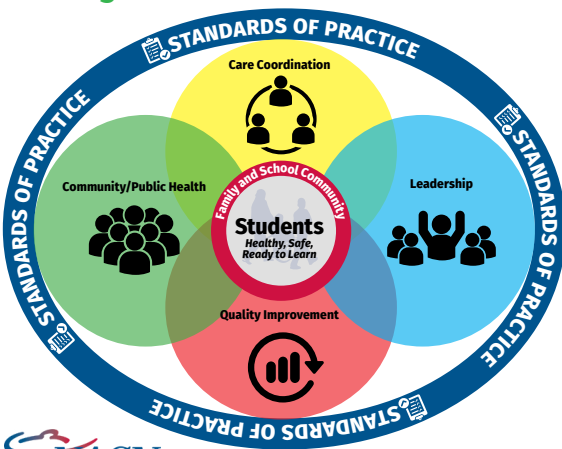
School Nurses work with community providers to:

- coordinate the delivery of services to students and their families in and outside of school
- help students transition to and from school and alternate learning environments
- develop and implement crisis intervention/disaster plans
- identify and provide programs to meet the physical and mental health needs of children and families

School Nurses work with administrators to:

- promote a safe physical and psychological school environment that is supportive of learning by monitoring, reporting and intervening to correct hazards
- advocate for planned, sequential K through 12 curricula that promote lifelong health and wellness
- provide information to food service regarding students' special nutritional needs, including food allergies and potential anaphylaxis to promote student safety
- promote the integration of nutritious, affordable, and appealing meals, nutrition education, and an environment that promotes healthy eating behaviors for all students
- advocate for adaptations for students with special needs
- meet all health requirements set forth in legislation for the health and safety of students and staff

Framework for 21st Century School Nursing Practice™



NASN's Framework for 21st Century School Nursing Practice (the Framework) provides structure and focus for the key principles and components of current day, evidence-based school nursing practice. It is aligned with the Whole School, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ASCD & CDC, 2014). Central to the Framework is student-centered nursing care that occurs within the context of the students' family and school community. Surrounding the students, family, and school community are the non-hierarchical, overlapping key principles of Care Coordination, Leadership, Quality Improvement, and Community/Public Health. These principles are surrounded by the fifth principle, Standards of Practice, which is foundational for evidence-based, clinically competent, quality care. School nurses daily use the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.

Standards of Practice

- » Clinical Competence
- » Clinical Guidelines
- » Code of Ethics
- » Critical Thinking
- » Evidence-based Practice
- » NASN Position Statements
- » Nurse Practice Acts
- » Scope and Standards of Practice

Care Coordination

- » Case Management
- » Chronic Disease Management
- » Collaborative Communication
- » Direct Care
- » Education
- » Interdisciplinary Teams
- » Motivational Interviewing/Counseling
- » Nursing Delegation
- » Student Care Plans
- » Student-centered Care
- » Student Self-empowerment
- » Transition Planning

Leadership

- » Advocacy
- » Change Agents
- » Education Reform
- » Funding and Reimbursement
- » Healthcare Reform
- » Lifelong Learner
- » Models of Practice
- » Technology
- » Policy Development and Implementation
- » Professionalism
- » Systems-level Leadership

Quality Improvement

- » Continuous Quality Improvement
- » Documentation/Data Collection
- » Evaluation
- » Meaningful Health/Academic Outcomes
- » Performance Appraisal
- » Research
- » Uniform Data Set

Community/Public Health

- » Access to Care
- » Cultural Competency
- » Disease Prevention
- » Environmental Health
- » Health Education
- » Health Equity
- » Healthy People 2020
- » Health Promotion
- » Outreach
- » Population-based Care
- » Risk Reduction
- » Screenings/Referral/Follow-up
- » Social Determinants of Health
- » Surveillance

WEST VIRGINIA SCHOOL PSYCHOLOGISTS

West Virginia school psychologists are certified/licensed professionals who improve student success for ALL students by following the NASP Model for Comprehensive and Integrated School Psychological Services.



SCHOOL PSYCHOLOGIST TRAINING

West Virginia school psychologists complete a Master's Program and Education Specialist Program (at least 60 graduate hours) which includes:

- a year-long supervised internship of 1200 hours
- preparation in mental health and educational interventions
- child development
- learning, behaviors, motivation
- curriculum and instruction
- assessment
- consultation and collaboration
- school law and systems

School psychologists must be certified and/or licensed by the state(s) in which they work and may be nationally certified by the National School Psychology Certification Board (NSPCB).

The National Association of School Psychologists (NASP) sets ethical and training standards.

SCHOOL PSYCHOLOGIST QUALIFICATIONS

- **Have a minimum of a specialist-level graduate degree in school psychology, which combines the disciplines of psychology and education.**
.....
- **Meet the state certification/licensure standards**
.....
- **Fulfill continuing education requirements through professional development including the West Virginia School Psychologists' Association conferences, WVDE sponsored conferences, NASP offerings, APA offerings, etc.**
.....
- **Uphold NASP standards for practice and ethics**

SCHOOL PSYCHOLOGIST'S ROLE



School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally.

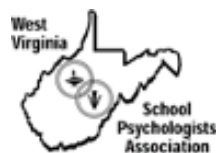
They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

School Psychologists help students by:

- providing counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems
- increasing achievement by assessing barriers to learning and determining the best instructional strategies to improve learning
- promoting wellness and resilience by reinforcing communication and social skills, problem-solving, anger management, self-regulation, self-determination, and optimism
- enhancing understanding and acceptance of diverse cultures and backgrounds

School Psychologists help families to:

- identify and address learning and behavior problems that interfere with school success
- evaluate eligibility for special education services (within a multidisciplinary team)
- support students' social, emotional, and behavioral health
- teach parenting skills and enhance home-school collaboration
- make referrals and help coordinate community support services



SCHOOL PSYCHOLOGIST'S ROLE

School Psychologists work with teachers to:

- identify and resolve academic barriers to learning
- design and implement student progress monitoring systems
- design and implement academic and behavioral interventions
- support effective individualized instruction
- create positive classroom environments
- motivate all students to engage in learning

School Psychologists work with community providers to:

- coordinate the delivery of services to students and their families in and outside of school
- help students transition to and from school and community learning environments, such as residential treatment or juvenile justice programs

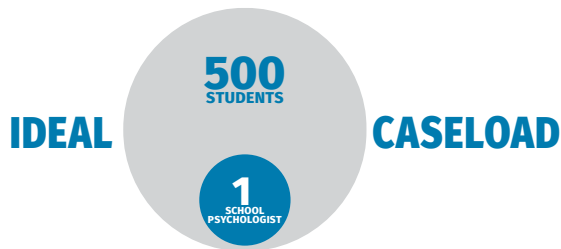
School Psychologists work with administrators to:

- collect and analyze data related to school improvement, student outcomes, and accountability requirements
- implement school-wide prevention programs that help maintain positive school climates conducive to learning
- promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment
- respond to crises by providing leadership, direct services, and coordination with needed community services
- design, implement, and garner support for comprehensive school mental health programming

Where School Psychologists work:

The majority of school psychologists work in schools; however they may practice in a variety of settings including:

- Public and private schools
- Universities
- School-based health and mental health centers
- Community-based day-treatment or residential clinics and hospitals
- Juvenile justice centers
- Private practice



APPROPRIATE AND INAPPROPRIATE ACTIVITIES FOR SCHOOL PSYCHOLOGISTS

Appropriate Activities for School Psychologists

- consult and collaborate with teachers to support classroom engagement, management, and academic factors important for student success
- analyze disaggregated schoolwide data to support academic growth of all students
- provide short-term individual and small-group counseling/mental health supports to students
- consult with the school principal to identify and resolve student issues, needs and problems
- provide professional development to teachers and staff regarding student academic, behavioral, and social-emotional needs
- advocate for students at individual education plan meetings, student study teams and school attendance review boards, as necessary

Inappropriate Activities for School Psychologists

- maintain student records
- cover classes when teachers are absent or to create teacher planning time
- supervise classrooms or common areas
- keep clerical records
- assist with duties in the principal's office
- coordinate school-wide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
- student discipline

WEST VIRGINIA SCHOOL SOCIAL WORKERS

West Virginia school social workers are licensed professionals who serve as a link between school and community to promote and support students' academic and social success.



WHO ARE SCHOOL SOCIAL WORKERS?

School Social Workers are trained mental health professionals with a degree who provide services related to a person's social, emotional, and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success.



SCHOOL SOCIAL WORKER QUALIFICATIONS

- **Hold a social worker license with, at minimum, a bachelor's degree from an accredited program**
-
- **Meet the state licensure standards**
-
- **Fulfill continuing education requirements through professional development required by the WV Board of Social Work (WVBSW)**
-
- **Uphold National Association of Social Work ethical standards**

SCHOOL SOCIAL WORKER'S ROLE

Services to students include:

- provide crisis intervention
- develop intervention strategies to increase academic success
- help with conflict resolution and anger management
- help develop social-emotional skills
- develop alternative education programs for students who have dropped out, truant, or experiencing behavioral barriers to education
- identify and report child abuse and neglect
- provide prevention programs for school violence, substance abuse, & teen pregnancy
- obtain and coordinate community resources to meet students' needs

Services to school personnel include:

- collaborate with the school leadership team to ensure well-being and success for all students
- develop staff in-service training programs
- assist teachers with classroom management
- work closely with other professional student support personnel to provide a coordinated approach to counseling and interventions

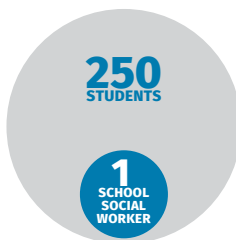
Services to districts include:

- help assess school climate and develop school safety plans
- help school districts receive adequate support from social and mental health agencies
- coordinate systems of care to provide wrap-around services

Services to parents/families include:

- interview the family to assess problems affecting the child's education
- work with parents to facilitate support in their child's school adjustment
- alleviate family stress for the child to function more effectively in school

IDEAL



CASELOAD



School Social Work Association of America



West Virginia DEPARTMENT OF EDUCATION

WEST VIRGINIA SOCIAL WORKERS EDUCATION AND SCOPE OF PRACTICE

§30-30-15. Scope of practice for a Licensed Social Worker (LSW)

- (a) A licensed social worker may perform all duties within the scope of practice of a provisional social worker as well as:
1. apply social work theory, knowledge, methods, ethics and the professional use of self in social work practice including assessment, planning, intervention, counseling, evaluation, and case management supervision
 2. provide social advocacy activities, designed to influence social service systems and social policies in the direction of reduced disparities in social and distributive justice, especially for at risk and socially or economically disadvantaged populations
 3. community organization activities, designed to assist client systems at the community level to achieve desirable social or policy change toward goals of enhanced civic functioning and improved environmental responsiveness to client quality of life issues
 4. administration and program development, designed to develop, structure and, oversee social service systems at the organizational level
 5. training activities, designed to assist clients or client systems with skill development deemed desirable to restore or enhance social functioning or adaptation; or, to assist less experienced social workers with professional skill development
- (b) A licensed social worker with a baccalaureate degree or master's degree in social work from a program accredited by the council on social work education and two years of experience, may supervise a provisionally licensed social worker.

§30-30-13. Scope of practice for a Licensed Graduate Social Worker (LGSW)

A licensed graduate social worker has completed a master's degree from an accredited College of Social Work program and may perform all duties within the scope of practice of a licensed social worker and provisional social worker as well as:

1. appropriately conduct social work education, formally teaching social work theory and methodology to bachelor's and master's level social work students
2. conduct clinical or psychotherapeutic service§30-30-11. Scope of practice for a Licensed Certified Social Worker (LCSWs), under the clinical supervision of another experienced and credentialed behavioral health professional, including individual, family and group methodologies

§30-30-11. Scope of practice for a Licensed Certified Social Worker (LCSW)

A licensed certified social worker may:

1. perform all duties within the scope of practice of a licensed graduate social worker and licensed social worker
2. apply social work theory and methods to the diagnosis, treatment and prevention of psychological dysfunction, disability or impairment, including emotional and mental disorders and developmental disabilities
3. determine behavioral health diagnosis, using diagnostic taxonomies commonly accepted across disciplines§30-30-9. Scope of practice for a Licensed Independent Clinical Social Worker (LICSW). among behavioral health professionals

§30-30-9. Scope of practice for a Licensed Independent Clinical Social Worker (LICSW).

A clinical social worker may:

1. perform all duties within the scope of practice of a licensed certified social worker, licensed graduate social worker, and licensed social worker
2. apply social work theory, methods, assessment, ethics and the professional use of self to the diagnosis, treatment and prevention of psychological dysfunction, disability or impairment, including emotional and mental disorders and developmental disabilities
3. clinical social work practice is based on knowledge of one or more theories of biological, psychological and social development, normal human behavior, psychopathology, the causes and effects of physical illness and disability, unconscious motivation, interpersonal relationships, family dynamics, environmental stress, social systems and cultural diversity with particular attention to the person existing as a combination of biological, psychological and social elements in his or her environment
4. clinical social work includes interventions directed to interpersonal interactions, intrapsychic dynamics and life-support and management issues
5. clinical social work services consist of assessment, diagnosis, treatment, including psychotherapy and counseling, client-centered advocacy, consultation and evaluation (the process of clinical social work is undertaken within the objectives of the social work profession and the principles and values of its code of ethics)

Conclusion

Professional student support personnel are vital members of the education team and each has unique training to support students in one or more of the following areas: academic achievement, career development, mental health, physical health, and social-emotional development. While some responsibilities of each personnel may overlap, it is important for each to work with other student support personnel to develop an integrated approach to service delivery that leads to more sustainable and comprehensive school improvement and greater student success. To ensure student needs are met, school administrators must take the lead to the following tasks:

- Clearly define and align the roles of each student professional support personnel to state code, WVBE policy, and best practice.
- Encourage collaboration among all student support personnel.
- Promote school-community partnerships to bring integrated services to students and families.

References

Qualifications and Licensure of Professional School Personnel

- West Virginia Code §18A-4-7a
- WVBE Policy 5202

Attendance Directors

- West Virginia Code §18-8-3
- <https://www.attendanceworks.org/>

Behavior Support Specialist <https://www.bacb.com/bcba/>

School Counselors

- West Virginia Code §18-5-18b
- WVBE Policy 2315 “Comprehensive School Counseling Policy”
- American School Counselor Association <https://www.schoolcounselor.org/>
- West Virginia School Counselor Association www.wvschoolcounselor.org/

School Nurses

- West Virginia Code §18-5-22
- West Virginia Council of School Nurses
<https://wvde.us/special-education/school-health/west-virginia-council-of-school-nurses/>
- National Association of State School Nurse Consultants <http://www.schoolnurseconsultants.org/>

School Psychologists

- West Virginia Code W.Va. Code §30-21-2
- National Association of School Psychology <https://www.nasponline.org/>
- West Virginia School Psychology Association <http://wvspa.org/>

School Social Workers

- West Virginia Code §30-30
- School Social Workers Association of America <https://www.sswaa.org/>
- West Virginia Chapter <https://naswww.socialworkers.org/>
- WV Social Workers Credentials and Scope of Practice
<https://www.wvsocialworkboard.org/Licensure/License-Types/Regular-License>

West Virginia Communities In Schools <https://wvde.us/cis/>

WVDE Contacts for Student Support Personnel and Initiatives

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Professional Student Support Personnel

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Behavior Interventionists

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WVDE Collaborative Initiatives

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Project AWARE

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Lisha Tignor, Coordinator
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Notes

Notes



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