

COLLABORATIVE Roles

Identifying Roles and Supporting Specialized Instructional
Support Personnel Providing School Health Services



Nevada Department of
Health and Human Services

DIVISION OF CHILD AND FAMILY SERVICES
DIVISION OF HEALTH CARE FINANCING AND POLICY



Nevada Department
of Education




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INTRODUCTION

This document is to provide understanding regarding the roles and responsibilities of Specialized Instructional Support Personnel in Nevada school health services who provide expanded clinical services such as nursing and behavioral health care. Through collaborative partnerships, specialized instructional support personnel work together to provide a safe and supportive learning environment within an integrated school and community health system. Research confirms that students do better in school when they receive social-emotional and behavioral health support integrated into school. They miss fewer classes, concentrate more, are less likely to engage in risky or antisocial behavior, and achieve higher test scores¹.

The Nevada Department of Education recognizes the effectiveness of Multi-Tiered System of Supports and is committed to ensuring equitable education opportunities through an Multi-Tiered System of Supports framework. The Nevada Department of Education emphasizes the integration of academics, behavior, and mental health as uniformly critical to student success, and focusing on the cohesive system of support rather than interventions alone.

Effective Multi-Tiered System of Supports requires:

- Adequate access to school-employed specialized instructional support personnel aligned to best practices and established ratios
- Integration of services (social-emotional academic development, behavioral health, physical health, academic supports, school health services, and community services)
- Adequate staff time for planning and problem-solving
- Effective collection, evaluation, interpretation, and use of data
- Patience, commitment, collaboration, and strong leadership²
- Understanding the various roles of the many student support personnel and how they work together for the benefit of every child

Integrating Services through Collaboration

Specialized Instructional Support Personnel are defined in NRS 388.890: persons employed by each school to provide necessary services such as assessment, diagnosis, counseling, educational services, therapeutic services, and related services, as defined in 20 U.S.C. §1401(26). Nevada Specialized Instructional Support Personnel service in critical roles related to school safety, positive school climate, and providing school health services. Integrated services lead to more sustainable and comprehensive school improvement, reduce duplicated 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>.



Acknowledgements

Contributors

A very special thank you to the following Nevada Department of Education, the Department of Child and Family Services, and community partners who worked to craft this document in July 2022. It is their experience, expertise, and perspectives that brought the document together to represent the needs of Nevada educators, students, and families.

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Nevada School Psychologists Association

GENERAL ROLES & RESPONSIBILITIES

(May differ by county/school)

Having professional student support personnel as integrated members of the school staff empowers administrators to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the dynamic needs 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 Nevada Department of Education Policy, and best practice guidelines.

» Administrators

Ensure coordination of services to improve access, ensure systems to identify and provide support tailored to keep students engaged and on track to graduate.

» All Staff

Engage in restorative and preventative services and support for all students within an Multi-Tiered System of Supports tiered framework.

» Behavior Specialists

Behavioral support via assessments, data collection, and collaboration with teachers, counselors, and school psychologists to devise and evaluate effective plans for student success.

» Community & Family Partners

Augment services within the school and link students to other services and support in the community. A successful partnership between school, community, and families has a significant impact on student wellness and academic success.

» School Counselors

Support all students in the areas of academic achievement, career development, and social/emotional development through universal prevention and targeted interventions.

» School Nurses

Support student success by providing health care through assessment, intervention, and follow-up for all students. They address the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process.

» School Psychologists

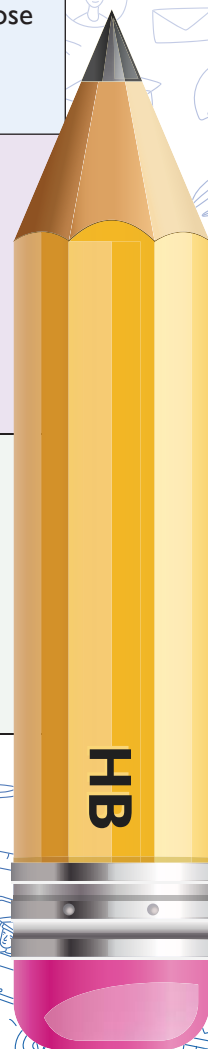
Consult with teachers and parents to provide coordinated services and support for students struggling with learning disabilities, emotional and behavioral problems, and those experiencing behavioral health problems.

» School Social Workers

Work to remedy barriers to learning created by poverty, inadequate healthcare, and neighborhood violence. Provide support to high-risk students to prevent truancy and dropping out of school.

» School Mental Health Professionals

Facilitate and provide leadership for the collaborative process and development of a continuum of clinical behavioral health services for children and families within a school community.



ADMINISTRATOR ROLE

Supporting Specialized Instructional Support Personnel

Administrator support is integral to the work of Specialized Instructional Support Personnel as they provide support to students, families, and educators. Some activities that Administrators do to support Specialized Instructional Support Personnel providing school health services include:

- Allocating time, space, and resources to enable Specialized Instructional Support Personnel to provide student services
- Collaborating with Specialized Instructional Support Personnel as part of Multi-Tiered System of Supports teams, model leadership with data-based decision making
- Ensuring that specialized instructional services are conducted in the least restrictive environment for all students
- Ensuring that Specialized Instructional Support Personnel are not allocated to engage in activities outside their scope of practice and professional licensure
- Participating in district level leadership teams for Multi-Tiered System of Supports and School Mental Health
- Modeling support and participation for Specialized Instructional Support Personnel programs and efforts
- Participating in state training opportunities
- Serving as Local Education Agency representative at multi-disciplinary team meetings
- Collaborating with community partners to integrate student support programs
- Creating opportunities for Specialized Instructional Support Personnel to collaborate, engage in professional development activities, and enhance or improve their scope of practice

ATTENDANCE: KEY SCHOOL SUPPORT ROLES

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.

[NV Department of Education's resource webpage for chronic absenteeism](#)

Key Facts

Chronic absenteeism is widely defined as missing 10 percent or more of school days in a school year for any reason, including excused and unexcused absences. This can translate into missing **15 or more** days per year or 3 days per month.

Students who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by third grade—which would make them **4 times** more likely to drop out of high school than proficient readers.

It starts early. More than **10 percent** of kindergartners and first graders are chronically absent.

A student who is chronically absent any year between grades 8 and 12 is more than **7 times** more likely to drop out.

On average, a college graduate is likely to live about **9 years** longer than someone who has not completed high school.

In Addition to Educators, Who Else in Your School Building Can Help with Attendance?

» 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

School 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 attend 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.

» Safe Schools Professionals & Social Workers

If your school has a school social worker or safe schools professional, they may 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.

» Clinical Mental Health Staff

Clinical mental health staff such as clinical social workers, marriage and family therapists, and clinical counselors may conduct assessments to determine whether chronic attendance challenges are related to an untreated or undertreated behavioral health concern. They can develop the Plan of Care in coordination with the school's Multi-Tiered System of Supports team.

» Community Partners

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 support 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 SPECIALISTS

Behavior Specialists help children develop social emotional learning skills, improve their ability to learn in school, and eliminate or reduce negative or disruptive behaviors, teach pro-social skills, and support school staff in implementing positive behavioral supports. They also help children with disabilities with skill acquisition programs for adaptive, communication, and life skills.

What Is a Behavioral Specialist?

The Behavior Specialist 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 allow the conditions to be in place to support specific student needs in a school, classroom, small group, or individual setting. 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 Specialist's Role

Behavior Specialist's role includes:

- Establishes relationships and communicates with teachers, administrators, and family members
- Identifies and seeks resolution for potential problems arising with any involved parties
- Student to integrate behaviorally into the school setting successfully
- Attends required meetings that discuss behavior
- Work efficiently and effectively, both individually and as part of a team
- Ability and willingness to think "outside the box"
- Dedicated to the success of children and family teams
- Compliance 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
- Mandated reporter if abuse or neglect is suspected

Behavior Specialists 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 Specialists 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 behavioral health

Behavior Specialist's Responsibilities include:

- Conduct Functional Behavior Assessments and write Behavior Intervention Plans
- 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 resources, support, and professional development to special educators in Individualized Education Plans development, disability information, research-based instructional strategies, Plan of Care and behavior management
- Providing supervision and professional development to paraprofessionals to increase capacity to address behavior across all three tiers
- Participate on Multi-Tiered System of Supports and Student Support Teams

Behavior Specialist 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 and Plan of Care for content and required data
- Maintain and participate in professional development, focusing on behavioral interventions and strategies

Behavior Specialist Certifications and Licenses

The State of Nevada Applied Behavior Analysis board licenses behavior specialists to provide medically necessary services to children with Autism Spectrum Disorder and Fetal Alcohol Spectrum Disorder. www.nvababoard.org

Licensed Behavior Analyst

- Graduate-level license in behavior analysis. Professionals licensed at the Licensed Behavior Analyst level are independent practitioners who provide behavior-analytic services
- May supervise the work of Licensed Assistant Behavior Analysts and Registered Behavior Technicians
- Licensure requires board certified behavior analyst (BCBA/BCBA-D) certification
- Licensed Behavior Analyst are able to bill for Medicaid services in schools as a QBA
- Licensed Assistant Behavior Analyst
- Undergraduate-level license in behavior analysis. Professionals licensed at the Licensed Assistant Behavior Analysts level provide behavior-analytic services under the supervision of a Licensed Behavior Analyst.
- Professionals licensed at the Licensed Assistant Behavior Analysts level may not provide behavior-analytic services without the supervision of Licensed Behavior Analyst
- Licensed Assistant Behavior Analysts may supervise the work of Registered Behavior Technicians
- Conducts behavior assessment, data analysis, and training and supervision of Registered Behavior Technicians

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

IDEAL CASELOAD

For students receiving behavioral therapy, or skill acquisition ABA services:

5-10%

Of a student's therapeutic time is spent with a Licensed Behavior Analyst or Licensed Assistant Behavior Analysts leading, modeling, monitoring data, and overseeing service delivery.



Behavior specialists work with students at Tier 2 and 3 serving approximately

5%-20%

Of the student population with direct services in individual or small group cohorts.



Behavior specialists work with MTSS teams, district leadership teams, and data study teams to support

100%

Of the student population with system level support and providing professional development for school staff.





How Behavior Specialists Complement School Health Services (SHS) and Medicaid Reimbursement:

- Behavior specialist access and support is based on student(s) need, never on insurance status, diagnosis, or Medicaid eligibility
- When behavior specialists are Autism Spectrum Disorder or Licensed Assistant Behavior Analysts under the direction of an Licensed Behavior Analyst, they fit the criteria set forth to design and oversee implementation of medically necessary behavior analysis services at school delivered within the scope of their education, license, and competency
- Tier 2 or 3 clinical behavior interventions must be authorized including a qualifying diagnosis from a physician to be billable. Licensed Assistant Behavior Analysts overseeing care plans must have appropriate supervision in place from an Licensed Behavior Analyst
- When providing medically necessary services in this way, behavior specialists who are Licensed Behavior Analysts are designated by the Medicaid Services Manual chapter 3700 as Qualified Behavior Analyst
- Behavior specialists holding a bachelor's degree or higher in a qualifying area of study may deliver medically necessary services, designated by Medicaid Services Manual 400 as a Qualified Mental Health Associate, when clinical mental health interventions are part of an authorized care plan, and they are working under the authorization of a mental health clinician who is a Qualified Mental Health Provider
- In some school districts, clinical mental health providers such as Licensed Clinical Social Workers, Licensed Marriage and Family Therapists, or Licensed Professional Counselors, may be working in behavior specialist roles. In these cases, when appropriate for their role and setting, behavior specialists who hold a clinical mental health license may authorize and deliver medically necessary services as a Qualified Mental Health Provider. Clinical interns who have appropriate clinical supervision may also authorize and deliver medically necessary services as Qualified Mental Health Provider.



SCHOOL COUNSELORS

Nevada school counselors are licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

School Counselor's Role

School counselors are educators licensed by the Nevada Department of Education. They improve student success for ALL students by implementing a comprehensive school counseling program. School counselors work to create a school community where all students thrive. 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, workforce)

Duties of a School Counselor:

- 80% of time providing school counseling services that directly impact student success, 20% of time in school counseling program planning, management, design, evaluation, etc.
- Collaborate with the school leadership team to ensure all staff promote social emotional learning through school-wide integrated delivery of a comprehensive school counseling program
- 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
- Mandated reporter if abuse or neglect is suspected
- For more information and resources please visit www.schoolcounselor.org

School Counselor Training and Qualifications

A growing body of research indicates comprehensive, data-driven school counseling programs improve a range of student learning and behavioral outcomes (American School Counselor Association, 2020).

NAC 391.185 Qualifications for endorsement as school counselor. (NRS 385.080, 391.019)

- Master's or higher education in school counseling, or another qualifying counseling degree combined with qualifying professional experience as outlined in NAC 391.185
- Complete 600 hours of practicum, fieldwork, or internship experience in school counseling
- Prepared to develop, implement, and maintain student data collection and progress monitoring system for students with behavior disorders and other exceptionalities
- Completion of specific, graduate level coursework requirements in specific areas related to school counseling

Activities for School Counselors

Nevada Department of Education and the American School Counselor Association encourage the following 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 non-cognitive factors in student success
- Protecting student records and information per state and federal regulations including Family Educational Rights and Privacy Act
- 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 school-wide and school counseling program data

It is not generally recommended for school counselors to:

- Coordinate paperwork and data entry of all new students
- Build the master schedule
- Coordinate cognitive, aptitude and achievement testing programs
- Sign excuses for students who are tardy or absent
- Perform disciplinary actions or assigning discipline consequences
- Provide long-term counseling in schools to address psychological disorders
- Cover classes when teachers are absent or to create teacher planning time
- Maintain student or clerical records
- Compute grade-point averages
- Supervise classrooms or common areas
- Assist with duties in the principal's office
- Coordinate school-wide individual education plans, student study teams, response to intervention plans, Multi-Tiered System of Supports and school attendance review boards
- Serve as a data entry clerk

IDEAL RATIO

1:250 Students



How School Counselors Roles Complement School Health Services and Medicaid Reimbursement:

- School counselor access and support is based on student need, never on insurance status, diagnosis, or Medicaid eligibility
- School Counselors with a bachelor's or subsequent degree in a qualifying area of study fit the criteria set forth by Medicaid Services Manual 400 to deliver certain medically necessary services at school as a Qualified Mental Health Associate. These Tier 2 or 3 clinical interventions implemented by the school counselor must be delivered within the scope of their education, license, and competency as part of an authorized care plan under the direction of a mental health clinician who is a Qualified Mental Health Professional.
- In some school districts, clinical mental health providers are working in school counselor positions. In these cases, when appropriate for their role and setting, school counselors who hold a clinical mental health license may authorize and deliver medically necessary services within the scope of their education, license, and competency as a Qualified Mental Health Provider and oversee the delivery of services provided by Qualified Mental Health Associate.



SCHOOL NURSES

Nevada school nurses are licensed healthcare professionals who protect and promote student health, facilitate optimal development, and advance academic success.

School Nurse Training

Nevada certified school nurses are required to have or obtain a Bachelor's Degree in Nursing. The National Association of School Nurses (2018) outlines how school nurses bridge health care and education, serving in a pivotal role 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 licensed by the Nevada State Nursing Board and the Nevada Department of Education
- Must fulfill continuing education requirements required by their licensing board and their education agency (if required)
- May be nationally certified by the National Board for Certification of School Nurses. This is noted by the credentials of NCSN (National Certified School Nurse) after their name.
- Uphold 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 create health risks and/or impair student achievement
- Mandated reporter if abuse or neglect is suspected

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
- Connect families with community health resources

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

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

IDEAL RATIO

I:750 Students

How School Nursing Roles Complement School Health Services and Medicaid Reimbursement:

- Nursing services access and support is based on student need, never on insurance status or Medicaid eligibility
- School nurses fit the criteria set forth by NRS 632 to deliver medically necessary nursing care, based on assessment and supporting documentation
- Under Medicaid Services Manual 400, School nurses who are Registered Nurses may deliver behavioral health interventions as part of an authorized Plan of Care as a Qualified Mental Health Associate if it is outlined in a district/school protocol and services are overseen by a Qualified Mental Health Provider within an authorized Plan of Care delivered within the Registered Nurse's scope of education, license, and competency
- A Licensed Practical Nurse can work under the license and supervision of a Registered Nurse in schools. A Licensed Practical Nurse must be licensed by the Nevada State Board of Nursing and complete the required license renewal process.
- In some school districts, there is not a school nurse on campus but a Health Aide (or similar title). Health Aides are unlicensed personnel whose primary role is to offer basic first aid to students. It is strongly encouraged that Health Aide's receive annual training to ensure the most current first aid protocols are followed along with any health-related policies.






Framework for 21st Century School Nursing Practice™

National Association of School Nurses' *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 student's 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 component, 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

SCHOOL PSYCHOLOGISTS

Nevada school psychologists are professionals licensed by the Nevada State Department of Education who improve student success for ALL students by following the National Association of School Psychologists Model for Comprehensive and Integrated School Psychological Services.

School Psychologist Training

Nevada school psychologists must be licensed by the state board of education. They also must complete a Master's Program, Education Specialist, or Doctoral program which includes (NAC 391.315):

- I. To qualify for an endorsement to serve as a school psychologist, a person must:
 - (a) Have accomplished each of the following:
 - (1) Hold a graduate degree from an accredited institution
 - (2) Have preparation in school psychology
 - (3) Have successfully completed the areas of study listed in NAC 391.316
 - (4) Have earned 60 semester hours of graduate credits complying with NAC 391.316 and 391.317
 - (5) Have completed an internship in school psychology as provided in NAC 391.319

School psychologists adhere to the ethical and training standards set by The National Association of School Psychologists.

School Psychologist Qualifications

- Must meet the minimum qualifications for licensure established by the Nevada Department of Education in NAC 391.315
- Professional development is in alignment with the Nevada Educator Performance Framework for school psychologists continuing education requirements
- Uphold National Association of School Psychologist 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 can 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
- Mandated reporter if abuse or neglect is suspected

School Psychologists can 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 collaborations
- Make referrals and help coordinate community support services

School Psychologists can 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 can 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 can 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

Activities for School Psychologists

A school psychologist may, through consultation or collaboration with other educational personnel or by providing direct services (Nevada SB 319, 2019):

- Deliver mental and behavioral health services to pupils in a school
- Collaborate with the school, community and parents or legal guardians of pupils to promote a safe and supportive learning environment
- Provide preventative, intervention and post-intervention services through integrated systems of support
- Collect and analyze data on the mental and behavioral health of pupils
- Administer applicable assessments to pupils
- Monitor the progress of the academic, mental and behavioral health of pupils
- Assist with the development and implementation of school-wide practices to promote learning
- Analyze resilience and risk factors of pupils
- Provide instructional support to other educational personnel
- Evaluate and make recommendations for the improvement of special education services
- Provide instructional support to other educational personnel
- Promote diversity in development and learning
- Conduct research and evaluate programs related to the mental and behavioral health of pupils
- Participate in planning for and implementing a response to a crisis at the school

It is not generally recommended for school psychologists to:

- 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, Multi-Tiered System of Supports and school attendance review boards
- Student discipline

IDEAL RATIO

1:500 Students

Adopted recommended caseload in Nevada is 1:500 per the Nevada State Board of Education (2020).

How School Psychologist Roles Complement School Health Services and Medicaid Reimbursement:

- School psychologist access and support is based on student need, never on insurance status, diagnosis, or Medicaid eligibility
- School psychologists may qualify as a Qualified Mental Health Associate under Medicaid Services Manual 400, to deliver medically necessary services at school, when the Plan of Care has been authorized and is under the direction of a Qualified Mental Health Provider and services provided are within their education, experience, and scope of practice
- Psychologists who are licensed as clinical mental health providers with their respective state boards may provide mental health services in a school as a Qualified Mental Health Provider ([NAC 391.312](#))

SCHOOL SOCIAL WORKERS & SCHOOL MENTAL HEALTH PROFESSIONALS

Who Are School Social Workers?

Nevada school social workers are professionals licensed by the Nevada Board of Examiners for Social Workers, who serve as a link between school, home, and community to promote and support students' academic and social success. They also hold a license with the Nevada State Department of Education.

School social workers are trained and licensed mental health professionals 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. National Association of Social Workers and School Social Work Association of America recommend that school social workers have master's degrees in social work. School Social Workers have specialized training in cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the mental health needs of students.



Bachelor/Master Social Worker (BSW/MSW)

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
- Mandated reporter if abuse or neglect is suspected
- Provide prevention programs for school violence, substance abuse, and teen pregnancy
- Obtain and coordinate community resources to meet students' needs
- Deliver billable services as Qualified Mental Health Associates, when Tier 2 or 3 clinical interventions are part of an authorized Plan of Care under the direction of a mental health clinician who is a Qualified Mental Health Professional

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
- Able to bill for Medicaid as a Quality Mental Health Associate when implementing a Plan of Care authorized by a Qualified Mental Health Provider

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
- Assist with linking the family with school and community resources

IDEAL RATIO

1:250 Students

How School Social Worker Roles Complement School Health Services and Medicaid Reimbursement:

- School social worker access and support is based on student need, *never* on insurance status, diagnosis, or Medicaid eligibility
- School social workers at the BSW or MSW level fit the criteria set forth by Medicaid Services Manual 400 as Qualified Mental Health Associate to deliver medically necessary services in a Plan of Care under the direction of a Qualified Mental Health Provider
- School social workers provide services only within the scope of their license, education, training, and scope of practice

CLINICAL SOCIAL WORKERS

IDEAL RATIO

1:50 Students

Clinical providers to students being served at Tier 3.

School-employed mental health professionals fill critical roles related to school safety, positive school climate, and providing school-based mental health services. Clinical social workers work in collaboration with other school staff and community-based service providers to deliver therapeutic services in concert with other school initiatives and services, for a whole child focus within the school environment.

Services to students include:

- Provide crisis intervention
- Provide clinical screenings such as CASII, Columbia Suicide Severity Screening, PHQ9, or others to guide multi-disciplinary decision making and care planning
- Conduct clinical assessment to establish Medical Necessity and develop a Plan of Care
- Conduct clinical interventions based on assessment and Plan of Care
- Develop alternative education programs for students who have dropped out, are truant, or are experiencing behavioral barriers to education
- Mandated reporter if abuse or neglect is suspected
- Provide prevention programs for school violence, substance abuse, and 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
- Able to bill for Medicaid services as a Qualified Mental Health Provider

Services to families and caregivers include:

- Provide family therapy in accordance with youth's Plan of Care
- Provide parenting psychoeducational and process groups as needed
- Integrate family voice into Plan of Care development



OTHER SCHOOL MENTAL HEALTH PROFESSIONALS

When mental health professionals are on site in schools, they know the students, parents, staff, and cultural dynamics of the environment. This contributes to accessibility of services. Research shows that students are more likely to seek counseling when these services are available in schools. Clinical school mental health professionals may include Clinical Professional Counselors, Marriage and Family Therapists, and Clinical Psychologists. Some Specialized Instructional Support Personnel may have dual licensure, such as licensed as a school counselor or psychologist while also licensed with their respective board of examiners.

NAC 391.312 Endorsement to serve as mental health professional in a school. **(NRS 391.019)**

Services to students include (within the scope of their license):

- Provide crisis intervention
- Provide clinical screenings such as CASII, Columbia Suicide Severity Screening, PHQ9, or others to guide multi-disciplinary decision making and care planning
- Provide clinical assessment and Plan of Care
- Conduct clinical interventions based on assessment and Plan of Care
- Develop alternative education programs for students who have dropped out, are truant, or experiencing behavioral barriers to education
- Identify and report child abuse and neglect
- Provide prevention programs for school violence, substance abuse, and 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:

- Provide family therapy in accordance with youth's Plan of Care
- Provide parenting psychoeducational and process groups as needed
- Integrate family voice into Plan of Care development

IDEAL CASELOAD

1:50 Clinical mental health providers to students being served at Tier 3.

1:250 Mental health providers to students for non-clinical support across the tiers.

How Clinical Mental Health Roles (Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, Licensed Clinical Professional Counselor) Complement School Health Services and Medicaid Reimbursement:

- Clinical mental health services are based on student medical necessity, never on insurance status or Medicaid eligibility
- Mental health clinicians work as a part of the school-based behavioral health team to conduct assessments, develop plans of care, implement medically necessary behavioral health interventions, and provide direction to Qualified Mental Health Associate, when Tier 2 or 3 clinical interventions are a part of the Plan of Care
- When providing medically necessary services in this way, mental health clinicians are designated by Medicaid Services Manual 400 as Qualified Mental Health Professionals

Behavioral Health Qualifications for School Health Systems Accessing Medicaid Reimbursement:

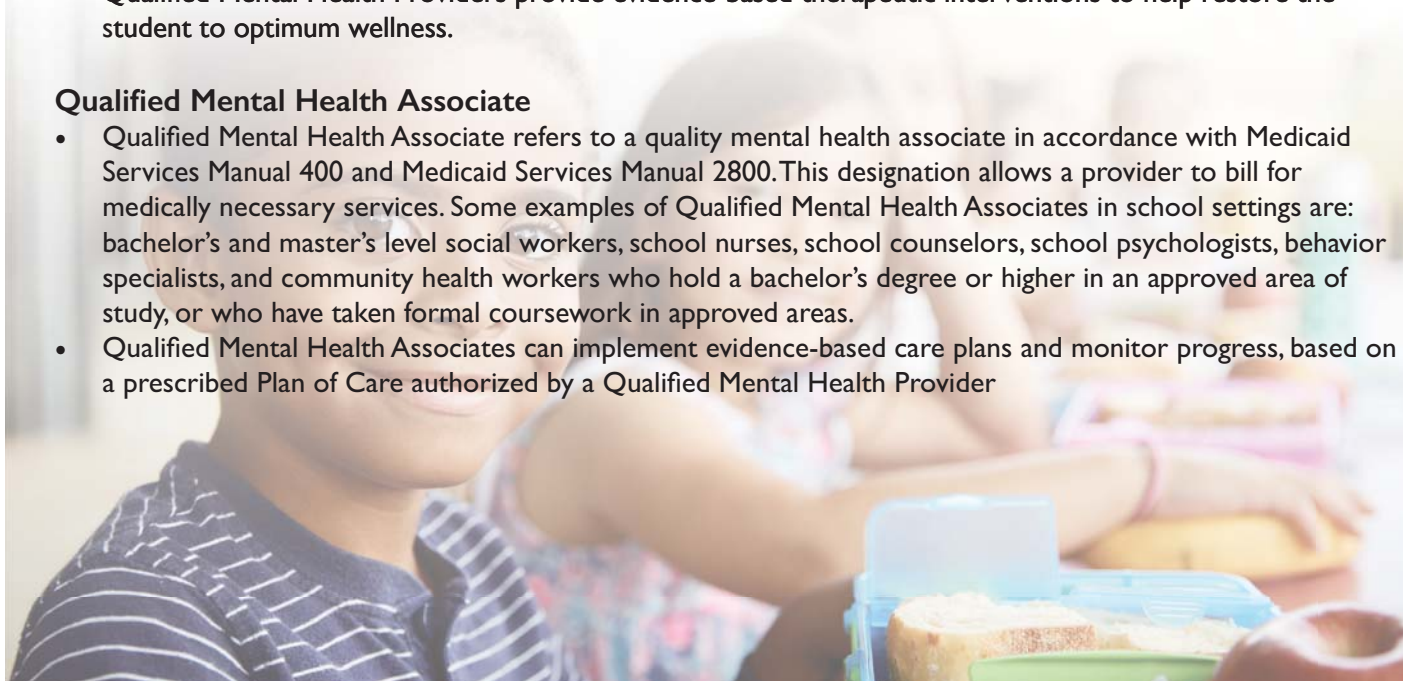
Qualified Mental Health Professional

To bill for Medicaid services, each district must have access to a Qualified Mental Health Provider to conduct assessments, diagnose, and in collaboration with the team, build care plans that address medically necessary needs. Schools may have a Qualified Mental Health Provider on staff or may need to work with community partnerships to contract with a Qualified Mental Health Provider who is in private practice or is employed by another agency. Qualified Mental Health Provider's include mental health clinicians: Licensed Clinical Social Worker, Licensed Marriage and Family Therapists, Licensed Clinical Professional Counselor, clinical psychologists, or interns under the supervision of a fully licensed clinician.

- Qualified Mental Health Provider must be licensed by the board of examiners in their professional field to be eligible to bill for Medicaid services
- Qualified Mental Health Provider refers to a quality mental health professional in accordance with Medicaid Services Manual 400 and Medicaid Services Manual 2800. Some examples of Qualified Mental Health Providers in school settings are; licensed clinical social workers, clinical social work interns, licensed marriage and family therapists and interns, licensed professional counselors and interns, and licensed clinical psychologists.
- Behavior specialists, school counselors and school psychologists may also be designated as Qualified Mental Health Provider only if they hold a clinical mental health license through their respective boards of examiners in addition to their education or other professional licenses
- Qualified Mental Health Providers can diagnose mental health conditions. They may also authorize, implement, and monitor progress in evidence-based care plans for medically necessary services.
- Qualified Mental Health Providers provide evidence-based therapeutic interventions to help restore the student to optimum wellness.

Qualified Mental Health Associate

- Qualified Mental Health Associate refers to a quality mental health associate in accordance with Medicaid Services Manual 400 and Medicaid Services Manual 2800. This designation allows a provider to bill for medically necessary services. Some examples of Qualified Mental Health Associates in school settings are: bachelor's and master's level social workers, school nurses, school counselors, school psychologists, behavior specialists, and community health workers who hold a bachelor's degree or higher in an approved area of study, or who have taken formal coursework in approved areas.
- Qualified Mental Health Associates can implement evidence-based care plans and monitor progress, based on a prescribed Plan of Care authorized by a Qualified Mental Health Provider



OTHER SCHOOL HEALTH STAFF

Certified paraprofessionals are instrumental in the work of school health systems, with additional training and qualifications to deliver health services in schools. These may include:

Certified Nursing Assistants

- Certified Nursing Assistants are certified by the Nevada State Board of Nursing in accordance with professional standards
- Certified Nursing Assistants are able to perform basic restorative services and basic nursing services including basic mental health. Certified Nursing Assistants are able to work in schools in positions such as the health aide role
- A Certified Nursing Assistant must go through a 4 to 12 week training program to receive their certification. In Nevada there are many Certified Nursing Assistant programs through higher education schools and local hospitals/clinics. Once they have successful completion of their Certified Nursing Assistant training, they are required to take a two-part certification exam.
- In Nevada, all Certified Nursing Assistants must perform their duties under the direction of a Registered Nurse or Advanced Practice Registered Nurse. The Registered Nurse or Advanced Practice Registered Nurse must be immediately available to the Certified Nursing Assistant at all times.
- Under the Medicaid Services Manual Chapter 2800, Certified Nursing Assistant services have aspects that allow for billing to take place. Health aides who are not Certified Nursing Assistants are not able to bill for health services.

Community Health Workers

- Community Health Workers work inside health and school systems to forge community partnerships that bring resources into schools and help remove barriers to student learning <https://www.nvchwa.org/>
- Community Health Workers are certified at two levels. Community Health Worker I requires high school equivalency and a Department of Health and Human Services Nevada Division of Public and Behavioral Health approved training. Community Health Worker II has the same training and additional continuing education and fieldwork experience.
- Community Health Workers may provide universal support at Tier I, screening, crisis stabilization, and some targeted case management services which may be billable under Medicaid Chapter 2800
- They may also provide resource linkage to students and families, helping them connect with physical safety, food, housing, shelter, employment, or other needs
- Community Health Workers may be employed by a school or may work in a school through a community partnership, such as through a community prevention coalition or other community organization

Personal Care Assistant

- A Personal Care Assistant is a trained but unlicensed paraprofessional who provides personal care services to individuals with disabilities and/or conditions that create barriers to activities of daily living
- Personal care assistants enable students to accomplish tasks that they would normally do for themselves if they did not have a disability or chronic condition
- Qualifications for Personal Care Assistant include:
 - At least 18 years of age and tuberculosis negative
 - Eight hours of training including areas of health, safety, sanitation, behavior support, CPR, and others that allow them to provide equitable and safe care to their assigned students
 - Able to communicate in the language of the student
- Services provided are prescribed in a Plan of Care by a qualified provider
- Personal care assistants are supervised by a qualified individual who provides at least one hour per year of direct supervision

Qualified Behavioral Aide

- A qualified behavioral aide is a trained but unlicensed paraprofessional who provides medically necessary Basic Skills Training services for mental health rehabilitation, under a Plan of Care prescribed by a qualified provider
- Qualifications for Qualified Behavioral Aide include:
 - A high school diploma or General Education Development equivalent
 - Tuberculosis negative
 - 16-hour competency and in-services training program, including CPR
- Services are provided under the clinical supervision of a Qualified Mental Health Provider and directly supervised by a Qualified Mental Health Provider or Qualified Mental Health Associate

Registered Behavior Technician

- A Registered Behavior Technician is a paraprofessional level certification who implements behavior intervention plans and skill acquisition plans. Registered Behavior Technicians assist in delivering behavior analysis services and practice under the direction and close supervision of supervising Licensed Behavior Analyst or Licensed Assistant Behavior Analysts, who are responsible for all work Registered Behavior Technicians perform.
- Registered Behavior Technician's assist with data collection and direct implementation of behavior programming, often for students with developmental disabilities, Autism Spectrum Disorder, or Fetal Alcohol Syndrome as part of Individualized Education Plans services
- Registered Behavior Technician's do not conduct assessments, oversee programming, or provide parent or staff training
- Requires a 40-hour training, an in-person skills competency assessment, and a written exam
- Registered Behavior Technician services are billable to Medicaid when provided within an authorized treatment plan overseen by a qualified supervisor

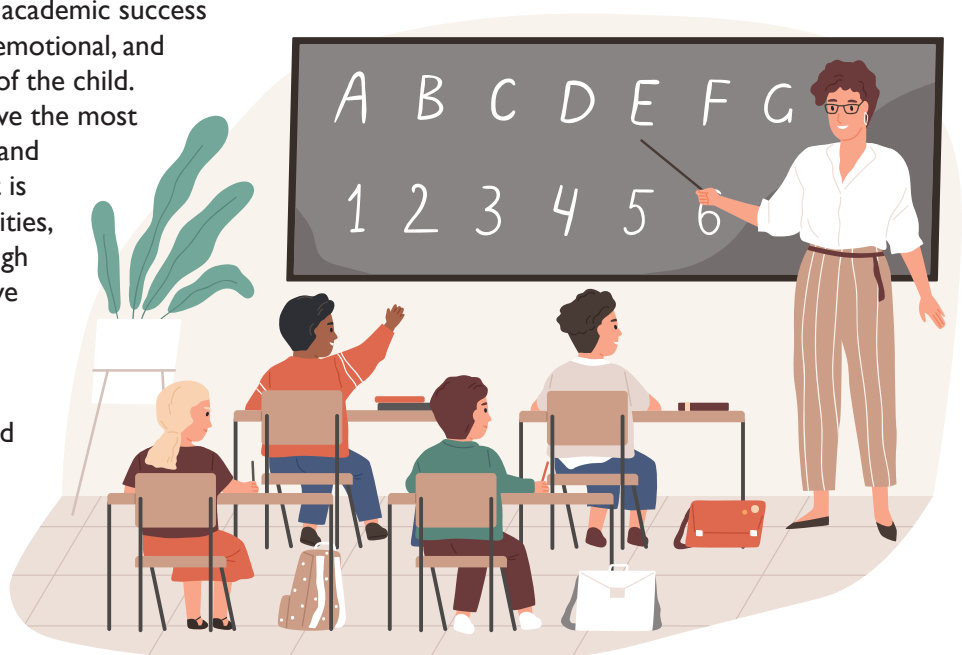
COMMUNITY & FAMILY PARTNERS WORKING WITH SCHOOLS

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. 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 NEVADA SCHOOLS

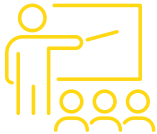


21st Century Community Learning Centers

21st Century Community Learning Centers 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. https://doe.nv.gov/21stCentury_Community_Learning_Centers/

988

A direct three-digit line to trained National Suicide Prevention Lifeline counselors will open the door for millions of Americans to seek the help they need, while sending the message to the country that healing, hope, and help are happening every day. Nevada's 9-8-8 lifeline will be live on July 16, 2022. <https://www.fcc.gov/sites/default/files/988-fact-sheet.pdf>



Autism Treatment Assistance Program

Nevada's Autism Treatment Assistance Program was created to assist parents and caregivers with the expensive cost of providing Autism-specific treatments to their child with Autism Spectrum Disorder. The program is a statewide program that provides temporary assistance and funding to pay for evidenced-based treatment for children on the Autism Spectrum, who are under the age of 20 and are diagnosed as a person with Autism Spectrum Disorder by a physician, psychologist, child/adolescent psychiatrist, pediatric neurologist, or other qualified professional. A diagnosis from a multidisciplinary team is acceptable when accompanied by an appropriate assessment report. <https://adsd.nv.gov/Programs/Autism/ATAP/ATAP>



Certified Community Behavioral Health Centers

Certified Community Behavioral Health Centers will serve any individual in need of care, regardless of ability to pay. These centers will serve the 'whole person' by offering person-centered and family-centered care. These health professionals can help if you are in one of these groups: Adults with serious mental illness, children with Serious Emotional Disturbance, Individuals with severe substance use disorders, Individuals with mild or moderate mental illness and substance abuse disorders. <https://dpbh.nv.gov/Reg/CCBHC/CCBHC-Main/>

Community Action Agencies & Community Action Association

Community Action Agencies are private nonprofit or public organizations that were created by the federal government in 1964 to combat poverty in geographically designated areas. Community Services Block Grant funds are awarded by the Department of Health and Human Services to eligible Community Action Agencies and county governments that provide services to low-income individuals and families and network with other local agencies to address poverty issues. In Nevada, 12 agencies have been designated to receive Community Services Block Grant funds. These agencies formed the Nevada Community Action Association to network with one another, develop strategic plans to address rural and urban poverty in our state, and provide training opportunities to member agencies. <https://dhhs.nv.gov/Programs/Grants/Funding/CSBG/>

Community Health Workers

Community health workers work inside health and 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. <https://www.nvchwa.org/>

Community Prevention Coalitions

Nevada's community prevention coalitions ensure high quality, evidence-based prevention programs and practices. Located across the state, the coalitions build awareness, support prevention and intervention in methamphetamine and other substance abuse in all Nevada communities. <https://rb.gy/5yj8fn>

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/childcare agencies, and mental health providers.



Juvenile Services

Juvenile Services is committed to serving the welfare of juveniles and their families by holding juvenile offenders accountable for their actions by providing meaningful consequences and a continuum of services and sanctions to create a safer community. In partnership with integrated programming, the department promotes the process of reintegration and directs delinquent juveniles toward reforming their behavior in the context of increased accountability, enhanced community restoration, and expanded personal competencies. <https://dcfs.nv.gov/Programs/JJS/>



Mobile Crisis Response Teams

The Mobile Crisis Response Team (MCRT) was created to provide crisis intervention and support to Nevada families dealing with a behavioral or mental health crisis. For so long, families have had no choice but to go to the emergency room due to lack of resources or knowledge of available resources. <http://www.knowcrisis.com/>



Nevada Parents Empowering Parents

Parents Encouraging Parents – Nevada's Parent Training & Information Center for families of children with disabilities. Our Mission: To increase the opportunities for home, community, and school success for children with disabilities, including those who are at risk or who have serious emotional disturbances, their families, and their service providers, through education, encouragement, and empowerment activities. <https://nvpep.org/>



Nevada Social Emotional & Academic Development Center

Since the quality of an educator is the single greatest in-school determinate of student outcomes, Nevada Department of Education invites you to join the Nevada Social Emotional and Academic Development Center, a virtual support system and statewide community of educators developing social, emotional, and academic development skills that reinforce equitable educational environments and student success. In this safe virtual space and statewide community of educators, participants will gain evidence-based social-emotional implementation strategies while nurturing their own personal and professional wellness practices.

The Social Emotional and Academic Development Center includes individual and group coaching, daily wellness videos, training and workshops, a resource library, professional development modules worth 15 CEU/hours designed to deepen understanding and knowledge about social-emotional practices for adult and youth success. The Social Emotional and Academic Development Center also provides a pathway toward joining the Nevada Social Emotional and Academic Development Champions Cadre, a related Social Emotional and Academic Development project aiming to increase the number of Social Emotional and Academic Development Subject Matter Experts serving in school/teacher/educator leader roles across districts and schools statewide.

The COVID-19 pandemic brought much attention to the social-emotional needs of our educators and illuminated how we can support their critical work. The Nevada Social Emotional and Academic Development Center and related Social Emotional and Academic Development projects will help ensure that school leaders, educators, and ultimately students are receiving continuous enrichment and support opportunities to strengthen school safety and academic achievement.

[SEAD Center](#)



Nevada System of Care

A System of Care is a spectrum of effective, community-based services and supports for children and youth with or at risk for mental health or other challenges and their families, that is organized into a coordinated network, builds meaningful partnerships with families and youth, and addresses their cultural and linguistic needs to help them to function better at home, in school, in the community, and throughout life. The Nevada System of Care consists of a broad array of both behavioral health and support services. These services include both home and community-based treatment, as well as out of home treatment services that are provided when necessary. https://dcfs.nv.gov/Programs/CMH/SOC/Nevada_System_of_Care/



Office of Suicide Prevention

The mission of the Nevada Office of Suicide Prevention is to reduce the rates of suicide and suicidal acts in Nevada through statewide collaborative efforts to develop, implement and evaluate a state strategy which advances the goals and objectives of the National Strategy for Suicide Prevention. <https://suicideprevention.nv.gov/Suicide-Prevention/>



Positive Behavior Intervention & Support Technical Assistance Center

The Positive Behavior Intervention & Support Technical Assistance Center provides training, technical support and consultation services to families, agencies, and schools. Our services build capacity in family members, professionals, and care providers supporting individuals with challenging behavior. They also offer in-service presentations to groups or organizations, available upon request. All services are individualized to meet the unique needs of those requesting our support. Currently, the Positive Behavior Intervention & Support Technical Assistance Center provides services in public and charter schools, juvenile services, and child welfare settings, as well as directly to families. <https://www.unr.edu/nced/projects/nvpbista/school/mtss>



Regional Behavioral Health Policy Boards

Nevada is divided into five distinct behavioral health regions that are overseen by Regional Behavioral Health Policy Boards. These boards, composed of community leaders, law enforcement, healthcare and treatment providers, social services, family and peer advocates, and others, bring diverse perspectives to the table, and facilitate collaboration focused on improving the behavioral health system in Nevada. A primary goal of the Regional Behavioral Health Policy Boards is to enable stakeholders to develop a shared understanding of the behavioral health issues facing each region, allowing for more effective planning and resource distribution across the state. Each Board is supported by a Regional Behavioral Health Coordinator position, funded through federal block grants, and positioned with a county or community agency depending on the region. Regions include the Clark Region (Clark County and Southern part of Nye County); the Southern Region (Mineral, Esmeralda, Lincoln, and Northern Nye Counties); the Washoe Region; the Northern Region (Carson, Churchill, Douglas, Lyon, and Storey Counties); and the Rural Region (Elko, Eureka, Humboldt, Lander, Pershing, and White Pine Counties). <https://nvbh.org/>

Regional Centers

The Nevada Division of Aging and Disability Services has Regional Centers which provide services to children and adults who have an intellectual disability, developmental disability, or other closely related condition. There are three regional centers serving various areas of the state. Desert Regional Center serves Southern Nevada including Clark, Lincoln, and Nye Counties. Sierra Regional Center serves Washoe County. Rural Regional Center serves the remaining Nevada counties. www.adsd.gov

Restorative Justice Practices Community of Practice

The Restorative Justice Practices Community of Practice is a collaborating group of individuals who share a common concern or an interest in Restorative Justice Practices. The Restorative Justice Practices Community of Practice focuses on sharing best practices and creating new knowledge to advance professional practice. For more information, please contact Laronica Maurer at: laronica.maurer@doe.nv.gov

Rural Clinics

A Rural Clinic is a facility located in an area that is not designated as an urban area by the Bureau of the Census, where medical services are provided by a physician assistant licensed pursuant to chapter 630 or 633 of NRS or an advanced practice registered nurse licensed pursuant to NRS 632.237 who is under the supervision of a licensed physician. https://dpbh.nv.gov/Reg/HealthFacilities/HF-Medical/Rural_Clinics/



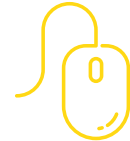
SafeVoice

SafeVoice is a 24-hour tip taking and response system focused on school safety and student well-being that relies on key relationships with the Nevada Department of Public Safety, local/school law enforcement, designated school teams, and behavioral health response professionals. Tipsters can remain anonymous. Reports can be taken via phone at 833-216-7233, on the website safevoicenv.org or with the SafeVoice app.



Social Emotional & Academic Development Community of Practice

Social Emotional and Academic Development Community of Practice is a collaborating group of individuals who learn, grow, and serve together as we strive to foster authentic, inclusive spaces within Nevada's educational system in which all people are seen, heard, and valued. For more information, please contact Michelle Trujillo at: nevadaseadcop@gmail.com.



Treatment Connection

Treatment and Recovery resources are available in Nevada for mental health and substance use needs. Recovery is possible. It may feel like the cycle will never stop. But there is hope and there are people who are willing to help. Find available treatment near you in Nevada and start your road to recovery. <http://www.treatmentconnection.com>



Tribal Authorities

Nevada is located within the ancestral lands of our tribal communities and many of our students have ties to one or more of our tribes. Tribal partnerships with the schools can facilitate cultural connections as well as support the identity and mental health of our Native students. Formal support and resource linkage as well as informal support in the form of collaborative relationships between tribes, Specialized Instructional Support Personnel, and Multi-Tiered System of Supports teams can build connections to support student well-being. Some examples of partnerships may be working with tribal social workers or elders, hosting a liaison on school campuses, or inviting tribal representatives to district Multi-Tiered System of Supports leadership meetings. <https://nevadaindianterritory.com/map/>

Youth MOVE

Youth MOVE Nevada is committed to representing the authentic youth voice, using our lived experience to influence systems change and remove the stigma placed on mental health. Youth Move engages youth across Nevada through media including weekly meetings, virtual poetry slams, podcasts, and Twitter chats on topics that represent youth culture. We ensure youth voices are heard at systems meetings like juvenile justice and regional consortiums, and also at conference presentations and trainings with community partners and organizations. There is still a lot of work to be done, and we are grateful that we have the opportunity to continue advocating for youth and with youth directly and in systems. [Youth M.O.V.E. - Nevada PEP \(nvpep.org\)](http://Youth M.O.V.E. - Nevada PEP (nvpep.org))

Additional Training Resources

[Office for Safe and Respectful Learning Environment Trainings](#)

[Nevada Department of Education Support and Professional Development Catalog \(nv.gov\)](#)

[CASAT Link for System of Care](#)

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



BUILDING INTEGRATED CLINICAL-SCHOOL HEALTH SYSTEMS IN AN MULTI-TIERED SYSTEM OF SUPPORTS FRAMEWORK

When building resources and capacity for clinical behavioral health systems in schools, it's helpful to create an action plan, with identified steps to achieve a sustainable system. [Center on PBIS | Resource: Fact Sheet—Interconnected Systems Framework 101: An Introduction](#)

A strategic action plan may include the following steps:

STEP 1. Establish a District Leadership Team

District Leadership Teams oversee and manage the Multi-Tiered System of Supports within their Local Education Agency, identifying initiatives, funding streams, needs, and gaps. They create action plans to monitor and maintain progress toward a robust school behavioral health system. District Leadership Teams create systematic, regular opportunities for collaboration within the District Leadership Team and between all student support personnel. They promote school-community partnerships to bring integrated services to students and families.

- A District Leadership Team may include:
 - » Superintendent's cabinet
 - » Site Administrators
 - » Specialized Instructional Support Personnel representatives from each discipline (counseling, nursing, psychology, social work, behavior, speech language pathology, audiology, etc)
 - » Multi-Tiered System of Supports site team leads
 - » Teachers
 - » Parents
 - » Youth
 - » Representatives from community partner organizations
- District Leadership Team members with expertise in the following areas will support effective teaming work:
 - » Language Learners
 - » Diversity, Equity, and Inclusion
 - » Special Education, IDEA, 504s Data analysis
 - » Organizational change and implementation science

STEP 2. Identify Available Initiatives, Resources, & Community Partners

- Identify existing initiatives in your setting:
 - » This interactive tool from the National Implementation Research Network can support a District Leadership Team as they identify existing programs, successful strategies, and challenges available in the local education agency. [Initiative Inventory | NIRN \(unc.edu\)](#)
- Identify existing Specialized Instructional Support Personnel positions and roles:
 - » Current licensure levels and scope of practice of existing clinical and non-clinical Specialized Instructional Support Personnel
 - » Clearly define and align the roles of each specialized instructional support personnel to state code, Nevada Department of Education policy, and best practice
 - » Gaps in currently offered services, given existing staff expertise and capacity
- Identify needed Specialized Instructional Support Personnel positions and roles based on identified gaps:
 - » Roles that are needed but currently not staffed
 - » Resources to engage these positions, by hiring or by resource linkage and building community partnerships
- Community Partners:
 - » Establish interagency agreements, Memoranda of Understanding, and Release of Information documentation to provide student care along a continuum of services
 - » Continuum that provides interventions and supports from basic needs to clinical behavioral or medical health intervention based on identified needs and gaps
- Build or identify interactive referral pathways for “no wrong door” to students and families accessing help:
 - » How schools will refer to community partners
 - » How community partners will refer to schools
 - » How community partners and schools may utilize physical facilities or staff to mutually reinforce each other's work
 - » How student information and data will be protected if parents consent to information sharing across agencies

STEP 3. Identify Data Sources and Monitoring Tools

- Identifying data sources to inform a school based behavioral health system allows you to evaluate and measure progress and make decisions about next steps and action items:
 - » [SHAPE School Mental Health Quality Assessment Tool](#)
 - » District Systems Fidelity Inventory through Multi-Tiered System of Supports
 - » Tiered Fidelity Inventory for School-wide Multi-Tiered System of Supports
 - » School climate surveys
 - » School information systems data (Infinite Campus, SWIS, Panorama, etc.)
 - » Universal screening data (for sites with high-fidelity Tier I systems established)

STEP 4. Identify Local Valued Outcome Targets, “What Does Good Look Like?”

- Based on the data, identify outcome targets to build an action plan:
 - » Using SMART Goals, set dates and accountability measures identify checkpoints for assessing progress on action items
 - » Track progress at regular intervals
 - » Meet regularly as a District Leadership Team to discuss data and revise action steps

STEP 5. Create a System Responding to and Tracking Referrals

- Identify entry and exit criteria for responding to referrals and implementing specific interventions and supports, using an Multi-Tiered System of Supports framework
- Train all district and school staff on how referrals are made and how students access interventions and support
- Monitor level of use (access and efficacy) of advanced tier interventions
- Implement universal screening at regular intervals
- Implement interventions and supports based on screening and assessment data tools
- Employ evidence-based practices for intervention & support
- Use a consistent system for building and monitoring clinical care plans at Tier 2 & 3
- Maintain data on outcomes of interventions and supports:
 - » Utilize electronic health records and information sharing agreements to support holistic and comprehensive student care

STEP 6. Consider Revenue Streams & Braided Funding

- Identify funding sources for maintaining Specialized Instructional Support Personnel positions to:
 - » Continue existing positions
 - » Hire and retain Specialized Instructional Support Personnel
 - » Support Specialized Instructional Support Personnel professional development and increase scope of school-based health services
- Utilize expanded Medicaid free care resources as a revenue stream for Specialized Instructional Support Personnel positions and school-based health services
- Align grant application requests for new funding with existing action plan items
- Work with community partners to create shared clinical and health services positions housed on school campuses

STEP 7. Build Behavioral Health Systems into District Policy

- Work collaboratively with the board of education and stakeholders to strengthen the scope and durability of school health services
- Provide regular updates on resources, needs, gaps, and progress to stakeholders
- Create and maintain written policies outlining systems, roles, and data collection procedures in collaboration with stakeholders
- Provide guidance, training, and support to all staff and stakeholders to maintain systematic and evidence-based approach to school health

CONCLUSION

Specialized Instructional Support Personnel are vital members of the education team. While some responsibilities may overlap, Specialized Instructional Support Personnel collaborate and integrate service delivery for sustainable and comprehensive school improvement and greater student success. They are also essential for building and maintaining partnerships between schools, families, and community resource providers and services. Finally, building a comprehensive school-based health system that includes credentialing in a medical model enables schools to begin to draw down reimbursement dollars to improve the capacity and sustainability of school health services, through collaboration and teaming in an Multi-Tiered System of Supports framework.

NEVADA DEPARTMENT OF EDUCATION CONTACTS FOR SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL AND SCHOOL-BASED HEALTH INITIATIVES

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REFERENCES

Behavior Specialists

- NRS 437 Applied Behavior Analysis
- Behavior Analyst Certification Board <https://www.bacb.com/bcba/>
- Nevada Board of Applied Behavior Analysis <https://www.nvababoard.org/>

School Counselors

- NAC 391.185, NRS 385.080, NRS 391.019
- American School Counselor Association <https://www.schoolcounselor.org/>
- Empirical Research Studies Supporting the Value of School Counseling <https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf>

School Nurses

- NRS 391.019, NRS 391.208, NRS 385.080, NRS 632
- NAC 391.019, NAC 391.305, NAC 391.307
- National Association of State School Nurse Consultants <http://www.schoolnurseconsultants.org/>
- National Association of School Nurses <https://www.nasn.org/home>

School Psychologists

- NAC 391.315; 391.316; 391.17
- National Association of School Psychology <https://www.nasponline.org/>
- Nevada Association of School Psychologists <http://www.nvasp.org/>

School Social Workers & Safe Schools Professionals

- NRS 641B, NRS 391.296
- NAC 641B, NAC 391.312
- Community Health Workers Association <https://nevadacertboard.org/certified-community-health-workers/>
- School Social Workers Association of America <https://www.sswaa.org/>
- Nevada Board of Social Workers <https://socwork.nv.gov/>

Qualifications and Licensure of Specialized Instructional Support Personnel

- NRS 388.890

Qualified Mental Health Associates & Qualified Mental Health Professionals

- Medicaid Chapter 2800 <https://dhcfp.nv.gov/Resources/AdminSupport/Manuals/MSM/C2800/Chapter2800/>

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“A Framework for Safe and Successful Schools.” National Association of School Psychologists



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