

# 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 scores<sup>1</sup>.

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 leadership<sup>2</sup>
- 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.

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<sup>1</sup> "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>.

<sup>2</sup> "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>.





## ACKNOWLEDGMENTS

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# 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

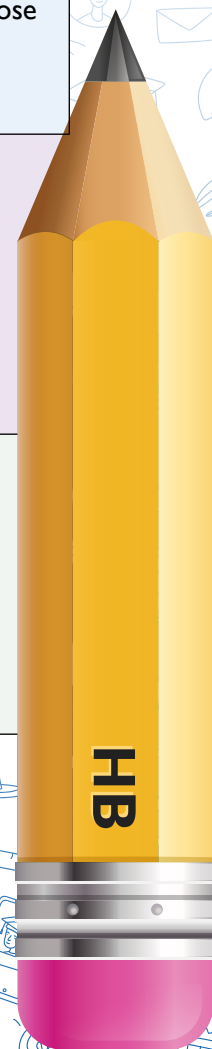
Consult with teachers and parents to provide coordinated services and support for students struggling with learning disabilities, emotional and behavioral problems, and those experiencing behavioral health problems.

## » 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.



# PROVIDER REQUIREMENTS FOR SPECIALIZED ROLES IN SCHOOLS

Within an ecosystem of school-based health supports for students, the pathways to different careers may vary based on specialization and which licensing board issues credentialing. This table provides an overview of the requirements for specialized instructional support personnel and other health professionals working in schools. The information on this table is provided for reference, however the requirements should be verified with respective boards.

COLLABORATIVE ROLE	EDUCATION	CERTIFICATION & LICENSING REQUIREMENTS	MEDICAID PROVIDER	NRS	NAC	MEDICAID SERVICES MANUAL (CHAPTER)	
<b>CERTIFIED SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL</b>							
Licensed Behavior Analyst	Master's/ Doctorate	BCBA/BCBA-D exam & certification with <a href="#">BACB</a> Licensed by the <a href="#">Nevada Board of ABA</a>	LBA; *QMHA	<a href="#">NRS 641.D.</a> <a href="#">NRS 437</a>	<a href="#">NAC 641</a>	<a href="#">MSM 3700</a>	<a href="#">MSM 2800</a>
Licensed Assistant Behavior Analyst	Bachelor's	BCaBA exam & certification with <a href="#">BACB</a> ; Licensed by <a href="#">NV Board of ABA</a>	*LaBA, *QMHA	<a href="#">NRS 437.205</a>	<a href="#">NAC 641</a>	<a href="#">MSM 3700</a>	<a href="#">MSM 2800</a>
School Counselor	Master's	<a href="#">NDE School Counselor License</a>	*QMHA	<a href="#">NRS 385.080.</a> <a href="#">385.007.</a> <a href="#">391.0349</a>	<a href="#">NAC 391.185</a>	<a href="#">MSM 2800</a>	
School Nurse	Bachelor's	Licensed by <a href="#">Nevada State Board of Nursing</a> ; <a href="#">NDE School Nurse License</a>	Physician/ APRN/PA and Nursing Services; *QMHA	<a href="#">NRS 391.292</a>		<a href="#">MSM 400</a>	<a href="#">MSM 2800</a>
School Psychologist	Masters/Ed.S/ Doctorate	<a href="#">NDE School Psychologist License</a>	*QMHA	<a href="#">NRS 391.0349</a>	<a href="#">NAC 391.315</a>	<a href="#">MSM 2800</a>	
Licensed Clinical Psychologist	Doctorate	Licensed with the <a href="#">NV Board of Psychological Examiners</a> ; <a href="#">NDE Endorsement</a>	QMHP	<a href="#">NRS 641.160</a>	<a href="#">NAC 641.020-150</a>	<a href="#">MSM 400</a>	<a href="#">MSM 2800</a>
Licensed Clinical Social Worker (LCSW)	Master's	<a href="#">ASWB Clinical exam</a> ; Licensed by <a href="#">NV Social Work Board of Examiners</a> ; <a href="#">NDE Endorsement</a>	QMHP	<a href="#">NRS 641B</a>	<a href="#">NAC 391.320</a>	<a href="#">MSM 400</a>	<a href="#">MSM 2800</a>
Marriage and Family Therapist, Clinical Professional Counselor	Master's	Licensed by <a href="#">NV Board of Examiners for MFT/ CPC</a> ; <a href="#">NDE Endorsement</a>	QMHP	<a href="#">NRS 641A.220</a>	<a href="#">NAC 641A</a>	<a href="#">MSM 400</a>	<a href="#">MSM 2800</a>
Licensed Masters Social Worker (LMSW)	Master's	<a href="#">ASWB Masters exam</a> ; Licensed by <a href="#">NV Social Work Board of Examiners</a> ; <a href="#">NDE Endorsement</a>	*QMHA	<a href="#">NRS 641B</a>	<a href="#">NAC 391.320</a>	<a href="#">MSM 400</a>	<a href="#">MSM 2800</a>
Licensed Independent Social Worker (LISW)	Master's	<a href="#">ASWB Masters exam</a> ; Licensed by <a href="#">NV Social Work Board of Examiners</a> ; <a href="#">NDE Endorsement</a>	*QMHA	<a href="#">NRS 641B</a>	<a href="#">NAC 391.320</a>	<a href="#">MSM 400</a>	<a href="#">MSM 2800</a>
Licensed Bachelor Social Worker (LSW)	Bachelor's**	<a href="#">ASWB exam</a> ; Licensed by <a href="#">NV Social Work Board of Examiners</a> ; <a href="#">NDE Endorsement</a>	*QMHA	<a href="#">NRS 641B</a>	<a href="#">NAC 391.320</a>	<a href="#">MSM 400</a>	<a href="#">MSM 2800</a>



COLLABORATIVE ROLE	EDUCATION	CERTIFICATION & LICENSING REQUIREMENTS	MEDICAID PROVIDER	NRS	NAC	MEDICAID SERVICES MANUAL (CHAPTER)	
<b>CLASSIFIED PROFESSIONALS</b>							
Registered Behavior Technician	HS Diploma	RBT credential with <a href="#">BACB</a> ; 40 hour training; competency exam; written exam; supervised by LBA	*RBT	<a href="#">NRS 437.205</a>	<a href="#">NAC 391</a>	<a href="#">MSM 3700</a>	<a href="#">MSM 2800</a>
Community Health Worker I	HS Diploma	<a href="#">DPBH Approved 8 Week Course</a> Certified by CHW Certification Board; supervised by a <a href="#">provider of health care</a>	*CHW (PT 89)	<a href="#">NRS 449.0027</a>	<a href="#">NAC 449</a>	<a href="#">MSM 600</a>	
Community Health Worker II	HS Diploma	<a href="#">CHW I plus continuing education &amp; fieldwork</a> Certified by CHW Certification Board; supervised by a <a href="#">provider of health care</a>	*CHW (PT 89)	<a href="#">NRS 449.0027</a>	<a href="#">NAC 449</a>	<a href="#">MSM 600</a>	
Qualified Behavioral Aide	HS Diploma	16-hour competency training program, including CPR; Supervised by QMHP	*QBA	<a href="#">NRS 391</a>	<a href="#">NAC 391</a>	<a href="#">MSM 2800</a>	
Personal Care Assistant	HS Diploma	Eight hours of specific training annually including CPR. Able to communicate in the language of the student	*PCA	<a href="#">NRS 391.019</a>	<a href="#">NAC 391</a>	<a href="#">MSM 2800</a>	
Licensed Practical Nurse	HS Diploma & LPN program	*LPN licensed by <a href="#">Board of Nursing</a> ; Supervised by RN	*LPN	<a href="#">NRS 632</a>	<a href="#">NAC 391.305</a>	<a href="#">MSM28</a>	
Health Aide	HS Diploma	NONE (consider training health aides as CHW or PCA)	NONE	<a href="#">NRS 391</a>	<a href="#">NAC 391</a>	NONE	
Classroom Aide	HS Diploma	NONE (consider training classroom aides as RBT or QBA for targeted behavioral support)	NONE	<a href="#">NRS 391</a>	<a href="#">NAC 391</a>	NONE	
	**It is recommended by <a href="#">NASW</a> that school social workers be at the MSW level.		*Services may be billable to Medicaid when provided within an authorized treatment plan, overseen by a qualified supervisor.				





# BEHAVIOR SPECIALISTS

## Who Are Behavior Specialists?

Nevada Behavior Specialists help children improve their ability to learn in school, eliminate or reduce negative or disruptive behaviors, teach pro-social skills, and support school staff in implementing positive behavior supports. They also help children with disabilities with skill acquisition programs for adaptive behavior, communication, and life skills. Behavior Specialists also play an important role delivering training and coaching to school staff including Multi-Tiered System of Supports teams, teachers, and paraeducators. Training and coaching may include topics such as classroom management, preventing problem behaviors, developing and implementing behavior plans, progress monitoring, and behavior assessment.

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.

## What Qualifications Do Behavior Specialists Have?

The State of Nevada Applied Behavior Analysis Board licenses behavior analysts and assistant behavior analysts to provide behavior assessment and intervention services: [www.nvababoard.org](http://www.nvababoard.org). However, some schools and districts hire licensed teachers, social workers, or special educators to fill behavior specialist roles. The role of a behavior specialist generally requires the following skills:

- 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 Plans of Care for content and required data
- Maintain and participate in professional development, focusing on behavioral interventions and strategies
- Trained to conduct behavior assessment, analyze data, and develop care plans in skill acquisition and behavior change

## Licensed Behavior Analyst (LBA)

- Graduate-level license in behavior analysis. Professionals licensed at the Licensed Behavior Analyst level are independent practitioners who provide behavior-analytic services
- Licensure requires board certified behavior analyst (BCBA/BCBA-D) certification, which is overseen by the Behavior Analyst Certification Board [www.bacb.com](http://www.bacb.com)
- Licensed Behavior Analysts are able to bill for Medicaid services in schools as a LBA and as a QMHA
- LBA credential is required for those who train and supervise the work of Licensed Assistant Behavior Analysts and Registered Behavior Technicians

## Licensed Assistant Behavior Analyst (LaBA)

- 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
- Licensed Assistant Behavior Analysts may supervise the work of Registered Behavior Technicians (RBT) under the direction of an LBA
- Professionals licensed at the Licensed Assistant Behavior Analysts level may not provide behavior-analytic services or RBT supervision without the supervision of Licensed Behavior Analyst
- Licensed Assistant Behavior Analysts are able to bill for Medicaid services in schools as a LaBA (billing may require modifiers to designate the LaBA role). They may also deliver services as a QMHA

**Note:** Schools or districts may use different titles for their behavior support personnel.

## What Services Do Behavior Specialists Provide?

Behavior specialists work collaboratively within the school ecosystem with families and community partners, school personnel, administrators, and the Multi-Tiered System of Supports team.

### Services to Students/Families:

- Develop plans to help students successfully integrate into the school environment and oversee their implementation
- May deliver parent classes, training or coaching in areas related to student success at school
- Conduct Functional Behavior Assessments (FBAs) and write Behavior Intervention Plans (BIPs)
- Develop specific, individualized systems of data collection for each assigned student

### Services to School Personnel:

- Identify and consult to resolve behavioral barriers to learning in classrooms
- Design and implement student progress monitoring regarding behavior
- Support instruction to help create a positive classroom environment
- Support school personnel in implementation of universal positive behavior strategies that encourage appropriate behavior
- Train school personnel in 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
- 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
- Providing training to teachers on classroom management, including preventing and intervening with problem behaviors that may occur during class time

### Services to Administrators:

- Collect and analyze data related to school improvement such as 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

### Role on Site and/or District Multi-Tiered System of Supports Team:

- Participate as a member of the Multi-Tiered System of Supports and Student Support Teams at Tiers 1, 2, and 3
- Provide insights into behavioral data, assessments, and interventions across all three tiers within the system

### It is Not Generally Recommended for Behavior Specialists to:

- 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
- Case manage individual education plans, student study teams, response to intervention plans, or attendance review boards
- Perform disciplinary actions or assigning discipline consequences



# 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 need, never on insurance status, diagnosis, or Medicaid eligibility.
- When behavior specialists are Licensed Assistant Behavior Analysts (or Licensed Assistant Behavior Analysts working 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. Billable services may be limited to those provided to children with Autism Spectrum Disorder and Fetal Alcohol Spectrum Disorder.
- 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 a 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 an LBA, with Licensed Assistant Behavior Analysts designated as LaBA.
- 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 a Qualified Mental Health Provider.



# SCHOOL COUNSELORS

## Who Are School Counselors?

Nevada school counselors are licensed educators who improve and support success for ALL students by implementing a data-driven, comprehensive school counseling program.

School counselors in Nevada are educators licensed by the Nevada Department of Education. They design and deliver comprehensive school counseling programs that improve student success outcomes. School counselors lead, advocate, and collaborate with other members of the education team to promote equity and access for ALL students. This is done by connecting their comprehensive school counseling program to the school improvement plan and the academic mission of their school. School counselors work to create a school community where ALL students thrive. They uphold the ethical and professional standards of the American School Counselor Association (ASCA). They help all students in the areas of academic achievement, career development and social/emotional development, using ASCA's National Model: define, deliver, manage, and assess to ensure that today's students become the productive, well-adjusted adults of tomorrow ([ASCA, 2023](#)).

## What Qualifications Do School Counselors Have?

Nevada school counselors must be licensed by the state board of education. To obtain this license, they must complete (NRS 385.080, 391.019, NAC 391.185):

- Master's degree 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 as outlined in NAC 391.185

## What Services Do School Counselors Provide?

School counselors work collaboratively within the school ecosystem with families and community partners, school personnel, administrators, and the Multi-Tiered System of Supports team.

### Services to Students/Families:

- Apply academic achievement strategies for student success
- Help students learn to manage emotions and apply interpersonal skills
- Plan for postsecondary options (higher education, military, workforce)
- Individual student academic planning and goal setting, based on student goals and achievement data
- Data analysis to identify student issues, needs and challenges
- Make referrals for long-term support through Multi-Tiered System of Supports or with community providers
- Advisement and appraisal for academic planning
- Orientation, coordination, and academic advising for new students
- 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
- Advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary
- Crisis response including screening and safety planning

### Services to School Personnel:

- 80% of time providing school counseling services that directly impact student success, 20% of time in school counseling program planning, management, design, evaluation, etc.
- Consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data
- Collaborating with teachers about building classroom connections, effective classroom management and the role of factors that influence student success

### Services to Administrators:

- 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
- Consulting with the school principal to identify and resolve student issues, needs and problems
- Analyzing disaggregated school-wide and school counseling program data

### Role on Site and/or District Multi-Tiered System of Supports Team:

- School counselors participate on Multi-Tiered System of Supports teams at Tiers 1, 2, and 3
- School counselors or a lead counselor may participate on a District-Community Leadership Team
- Collaboration with families/teachers/ administrators/community for student success

### It Is Not Generally Recommended for Nevada 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 individual education plans, student study teams, response to intervention plans, or 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 counselors support and access is based upon student need, never upon insurance status, diagnosis, or Medicaid eligibility.
- School Counselors with a bachelors 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

### Who Are School Nurses?

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

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 including the use of technology and daily practices informed by evidence-based research.

### What Qualifications Do School Nurses Have?

- Nevada school nurses are required to have or obtain a Bachelor's degree in Nursing (BSN). NRS 392.292
- School nurses must be licensed by the Nevada State Board of Nursing and the Nevada Department of Education NRS 392.292
- Must fulfill continuing education requirements required by their nurse 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





## What Services Do School Nurses Provide?

School nurses work collaboratively within the school ecosystem with families and community partners, school personnel, administrators, and the Multi-Tiered System of Supports team.

### Services to Students/Families:

- 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
- 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
- Assist in crisis stabilization and safety planning

### Services to School Personnel:

- Ensure a healthy and safe environment
- Support effective individualized instruction
- Create positive classroom environments
- Motivate all students to engage in learning
- 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

### Services to Community Providers:

- 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, including hospital settings
- Develop and implement crisis intervention/disaster plans
- Identify and provide programs to meet the physical and mental health needs of children and families

### Not Generally Recommended:

- 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
- Perform disciplinary actions or assigning discipline consequences

# IDEAL RATIO

## I:750 Students

### How School Nurses Complement School Health Services (SHS) 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 391.292 to deliver medically necessary nursing care, based on assessment and supporting documentation.
- Under Medicaid Services Manual chapter 2800 there are nursing services that are billable if performed by a Registered Nurse. These services are in addition to the billable services that a Registered Nurse performs to meet a student's needs identified in an individualized education plan (IEP).
- 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 services.
- 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.



# SCHOOL PSYCHOLOGISTS

## Who Are 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 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.

## What Qualifications Do School Psychologists Have?

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

### A school psychologist must:

- 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

## What Services Do School Psychologists Provide?

School psychologists work collaboratively within the school ecosystem with families and community partners, school personnel, administrators, and the Multi-Tiered System of Supports team.

### Services to Students/Families:

- Providing counseling, instruction, intervention, 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
- Identify and address learning and behavior problems that interfere with school success
- Evaluate eligibility for special education services (within a multidisciplinary team)
- Teach parenting skills and enhance home-school collaborations
- Make referrals and help coordinate community support services
- 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

- Participate in planning for and implementing a response to a crisis at the school including safety planning
- 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
- Help students transition to and from school and community learning environments, such as residential treatment or juvenile justice programs

### Services to School Personnel

- Participate in Multi-Tiered System of Supports, MDT, and other collaborative team meetings
- Create positive classroom environments
- Assist teachers with strategies to motivate all students to engage in learning
- Provide instructional support to other educational personnel
- Evaluate and make recommendations for the improvement of special education services
- Implement school-wide prevention programs that help maintain positive school climates conducive to learning
- Respond to crises by providing leadership, direct services, and coordination with needed community services

### Services to Administrators

- Design, implement, and garner support for comprehensive school mental health programming
- Promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment
- Collect and analyze data related to school improvement, student outcomes, and accountability requirements

### Role on Multi-Tiered System of Supports Team

- Participate on school Multi-Tiered System of Supports teams at Tiers 1, 2, and 3
- Participate on District-Community Leadership Team meetings
- Facilitate and oversee individual student multi-disciplinary team meetings, including those for special education eligibility

### It Is Not Generally Recommended for School Psychologists to:

- 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
- Case manage individual education plans, student study teams, response to intervention plans, Multi-Tiered System of Supports and school attendance review boards
- Perform disciplinary actions or assigning discipline consequences

## IDEAL RATIO

**1:500 Students**





## How Behavior Specialists Complement School Health Services (SHS) 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 .
- School 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 psychologists may implement and bill for crisis stabilization services, which must be signed by a QMHP.

## SCHOOL SOCIAL WORKERS (NON-CLINICAL)

### Who Are School Social Workers?

Nevada school social workers are professionals who serve as a link between school, home, and community to promote and support students' academic and social success. School social workers are trained mental health professionals who provide services related to a person's social, emotional, and life adjustment to school and/or society.

School-employed mental health professionals fill critical roles related to school safety, positive school climate, and providing school-based mental health services. School 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.

### What Qualifications Do School Social Workers Have?

- Licensed by the Nevada Board of Examiners for Social Workers
- Endorsement with the Nevada State Department of Education.
- School social workers may have a bachelors (BSW) or a masters (MSW) in social work, however, the 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.

### What Services Do School Social Workers Provide?

School social workers work collaboratively within the school ecosystem with families and community partners, school personnel, administrators, and the Multi-Tiered System of Supports team.



### Services to Students/Families:

- Provide crisis intervention and safety planning
- Implement mental health screeners within the scope of their training (i.e. Columbia Suicide Severity Rating Scale, CASII, or other targeted screeners)
- 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
- Provide prevention programs for school violence, substance abuse, and teen pregnancy
- Obtain and coordinate community resources to meet students' needs
- 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
- 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:

- 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 Administrators:

- 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

### Role on Site and/or District Multi-Tiered System of Supports Team:

- Participate as a member of the Multi-Tiered System of Supports and Student Support Teams at Tiers 1, 2, and 3
- Provide insights into behavioral data, assessments, and interventions across all three tiers within the system

### It Is Not Generally Recommended for School Social Workers to:

- 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
- Case manage individual education plans, student study teams, response to intervention plans, Multi-Tiered System of Supports and school attendance review boards
- Perform disciplinary actions or assigning discipline consequences

# 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.

## Scope of Practice by Social Work License, NV Board of Social Work Examiners

Social Work Licensure	LASW	LSW	LMSW	LCSW	LISW
Degree		Bachelor	Master's	Master's	Master's
Post-Graduate Internship	NONE	NONE	NONE	YES	YES
Direct Practice					
Pre-admission general assessment for mental health facilities				X	
Assessment for suicidality	X	X	X	X	X
Identification of presenting problems	X	X	X	X	X
Interviewing clients regarding client's situation	X	X	X	X	X
Psychosocial assessments (non-clinical)	X	X	X	X	X
Comprehensive clinical psychosocial				X	
Administration and scoring of assessment instruments requiring interpretation	X	X	X	X	X
Administration and interpretation of psychometric instruments				X	
Diagnosis of mental or emotional conditions or addictions				X	
Diagnosis of mental or emotional conditions or addictions with diagnostic coding				X	
General treatment planning and evaluation	X	X	X	X	X
Clinical treatment planning and evaluation				X	
Interventions with individuals, couples, families, or groups to enhance or restore the capacity for social functioning.	X	X	X	X	X
Intervention methods using specialized and formal clinical interactions				X	
Individual psychotherapy with children, adolescents or adults				X	
Couples/family psychotherapy with children, adolescents or adults				X	
Group psychotherapy with children, adolescents or adults				X	
Psychoeducational/Skills training groups with children, adolescents or adults	X	X	X	X	X
Case intervention evaluation	X	X	X	X	X

Case management (for individuals, families, couples, groups)	X	X	X	X	X
Provision of linkages to community services	X	X	X	X	X
Imparting general information and referral for assistance	X	X	X	X	X
Coordination and evaluation of service delivery	X	X	X	X	X
Teaching or education of a client	X	X	X	X	X
Monitor client's compliance with program's expectations	X	X	X	X	X
Consultation regarding clinical issues				X	
Private Practice – Clinical				X	
Child or adult custody assessment and recommendations	X	X	X	X	X
Research-design, data collection and analysis	X	X	X	X	X
Macro level practice					
Community organization	X	X	X	X	X
Conduct needs assessment	X	X	X	X	X
Advocacy for individuals/groups/communities	X	X	X	X	X
Leadership					
Directing clinical programs				X	
Directing social work programs but not clinical practice	X	X	X		X
Directing social work agencies, including clinical practice				X	
Program planning, design and evaluation	X	X	X	X	X
Supervision of clinical social workers				X	
Supervision of social worker (excluding clinical)	X	X	X		X





# CLINICAL SOCIAL WORKERS

## IDEAL RATIO

### I: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:

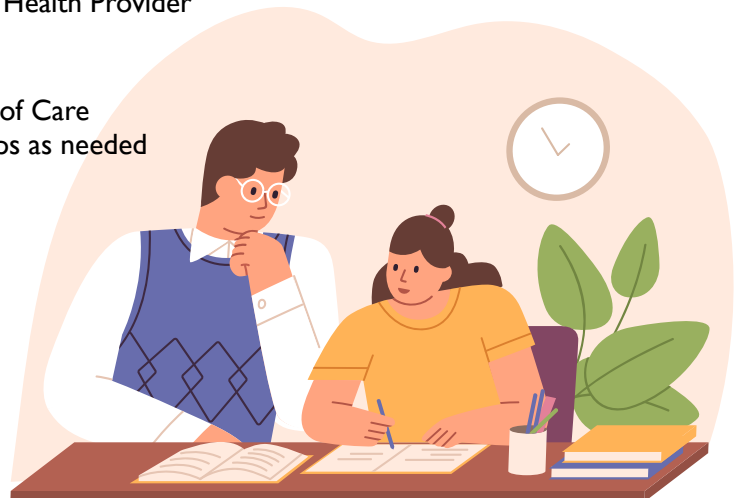
- Collaborate with the school leadership team to ensure well-being and success for all students
- Develop staff in-service training programs
- Assist teachers with classroom management
- Work closely with other professional student support personnel to provide a coordinated approach to counseling and 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



# CLINICAL MENTAL HEALTH PROFESSIONALS

## Who Are School-Based Clinical Mental Health Professionals?

Nevada Clinical school mental health professionals may include Licensed Clinical Social Workers, 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 as a community provider, through their respective board of examiners (Board of Social Work, Board of Psychological Examiners, etc.).

School-employed mental health professionals fill critical roles related to school safety, positive school climate, and providing school-based mental health services. Clinical mental health professionals 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. 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.

## What Qualifications Do Clinical Mental Health Professionals Have?

- Must hold a current clinical license by the board of examiners in their professional field:
  - [LCSW](#)
  - [CPC/MFT](#)
  - [Clinical Psychologist](#)
- Must hold a current endorsement from [Nevada Department of Education](#)
- LCSW-Endorsement as a School Social Worker
- CPC/MFT/Clinical Psychologists-Endorsement as a School Mental Health Provider

## What Services Do Clinical Mental Health Professionals Provide?

Clinical mental health professionals work collaboratively within the school ecosystem with families and community partners, school personnel, administrators, and the Multi-Tiered System of Supports team.

### Services to Students/Families:

- Provide crisis intervention and safety planning
- 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
- Provide prevention programs for school violence, substance abuse, and teen pregnancy
- Obtain and coordinate community resources to meet students' needs
- Provide family therapy in accordance with youth's Plan of Care
- Provide parenting, psychoeducational and process groups as needed
- Identify and report child abuse and neglect

### Services to School Personnel:

- 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 District 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 the student's Plan of Care
- Provide parenting psychoeducational and process groups as needed
- Integrate family and student voice into Plan of Care Development

### How Clinical Mental Health Professionals Complement School Health Services (SHS) 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 a QMHA, 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 Professional (QMHP).

## IDEAL RATIO

### I:50 Students

Clinical providers to students being served at Tier 3.

### I:250 Students

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





## 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.





# MULTI-TIERED SYSTEM OF SUPPORTS COACHES\*

## Who Are Multi-Tiered System of Supports Coaches?

The Nevada Multi-Tiered System of Supports Coach coordinates and leads site or district teams through establishing and maintaining the implementation of multi-tiered systems of support. The coach has both building and district level roles and responsibilities. Multi-Tiered System of Supports coaches may coordinate site team meetings and district leadership team meetings, including district-community leadership teams. In this role, coaches facilitate the implementation of action plan steps and review outcome and fidelity data for the Multi-Tiered System of Supports system.

Multi-Tiered System of Supports coaches work closely with the Positive Behavior Interventions and Supports Technical Assistance Center (PBIS-TA) at UNR, including coordinating efforts with the Multi-Tiered System of Supports coordinator(s) assigned to their district. A district-level coach may work with site-level coaches who coordinate monthly collaboration and planning meetings. A site-level coach may work primarily with the Multi-Tiered System of Supports Teams at each of the three tiers in their school.

## What Qualifications Do Multi-Tiered System of Supports Coaches Have?

- Experience and training with school-wide and classroom systems, school improvement, and learner diversity (cultural and learning)
- Specific knowledge and skills
  - a. essential features of Multi-Tiered System of Supports
  - b. data collection systems, data analysis and decision making, fluency with data collection tools
  - c. evidence-based effective instruction
  - d. evidence-based practices of classroom management
  - e. Monitoring interventions
- Coaching competencies
- Ability to support multiple schools
- Experience developing, coordinating and facilitating staff development activities
- Minimum of 5 years of classroom teaching and a masters degree is preferred
- License and/or endorsements as educators or school behavioral health-related field

## What Services Do Multi-Tiered System of Supports Coaches Provide?

Multi-Tiered System of Supports coaches work collaboratively within the school ecosystem with families & community partners, school personnel, administrators, and the Multi-Tiered System of Supports team.

### Services to Families & Community Partners

- Seeking family and community input about the behavior interventions and supports in place in the school.
- Hosting district-community leadership team (DCLT) 2-4 times per school year

### Services to School Personnel

Multi-Tiered System of Supports Coaches work with school personnel to provide technical assistance to district and building teams regarding:

- Readiness for implementation
- Development of core Multi-Tiered System of Supports implementation artifacts
- Tier I/Universal implementation (data-based decision making, meeting schedules, communication with staff, teaching and acknowledgment systems, new team orientation, school board presentations, action plan)
- Consultation on classroom management
- Tier 2 systems and interventions
- Tier 3 systems and interventions

### Services to Sites & School District

Multi-Tiered System of Supports Coaches work with site and district colleagues to:

- Support the development of referral pathways
- Facilitate establishment of data collection systems

*\*Multi-Tiered System of Supports Coaches do not provide clinical services but still very involved in the process.*

- Collect fidelity and outcome data from each school
- Collaborate with State Coordinator for data around PBIS Assessments and SWIS data
- Aggregate data district-wide
- Utilize data for decision-making with Internal Coaches, District Leadership Team and Family and Community Stakeholders
- Assess training needs, arrange training experiences, and develop internal training capacity.
- Participate in development of training plans for sites and district
- Participate in all appropriate trainings provided by Nevada’s PBIS Technical Assistance Center (team, coaches, district summit, other relevant trainings)
- Organize district for trainings and conferences
- Participate in and present at Multi-Tiered System of Supports conferences and forums
- Cultivate sustainability of internal training capacity at the district and building level
- Facilitate the collection, aggregation and utilization of data for decision making

### Role on District Multi-Tiered System of Supports Team

- Attend District Leadership Team Meetings and provide feedback regarding implementation activities and sites
- Contribute to the annual administration of the District Systems Fidelity Inventory (DSFI)
- Support the implementation activities of the District’s Multi-Tiered System of Supports Action Plan and report out progress implementation functions
- Coordinate and facilitate site teams at each tier

### It Is Not Generally Recommended for Multi-Tiered System of Supports Coaches to:

- Work in a part time/extra duty capacity
- Being staff or faculty at the same school sites where they are providing district level/external coaching to their colleagues
- Maintain student or clerical records
- Cover classes when teachers are absent or to create teacher planning time
- Supervise classrooms or common areas
- Assist with duties in the principal’s office
- Case manage individual education plans, student study teams, response to intervention plans, or attendance review boards
- Student discipline

Multi-Tiered System of Supports Coaches typically support multiple schools. Most Multi-Tiered System of

## IDEAL RATIO

**5–15 Schools**

Supports coaches support between 5–15 schools. How many schools are appropriate in a caseload will depend on the phase of implementation of Multi-Tiered System of Supports. For example, five schools may be realistic if the schools are all new to Multi-Tiered System of Supports. If all schools have well-established Multi-Tiered System of Supports teams and systems functioning at high fidelity, 15 schools may be an appropriate caseload.

### How Multi-Tiered System of Supports Coaches Complement School Health Services (SHS) and Medicaid Reimbursement

Multi-Tiered System of Supports coaches’ services are not directly billable. However, the Multi-Tiered System of Supports coach role supports the development of referral pathways to services that may be billable and the identification of evidence-based interventions and supports that match the needs of the student body. They may also assist with data analysis to ensure that the interventions are delivered with fidelity and have the desired outcomes to resolve concerns at each tier.

# OTHER PROFESSIONALS WORKING IN SCHOOL HEALTH

## Who Are the Other Helping Professionals Working in School Health?

Other school health staff are instrumental in the work of school health systems. These may include:

### Licensed Practical Nurse (LPN)

LPNs are certified by the Nevada State Board of Nursing in accordance with professional standards. LPN's are able to perform basic nursing services and interventions such as medication administration.

#### Qualifications for Licensed Practical Nurses:

- Completion on an LPN nursing program
- Is certified through the Nevada State Board of Nursing

#### Role & Supervision of Licensed Practical Nurses:

- All LPNs must perform their duties under the direction of a Registered Nurse
- The Registered Nurse must be immediately available to the Licensed Practical Nurse at all times
- Under the Medicaid Services Manual Chapter 2800, aspects of Licensed Practical Nursing services may be billable

### Health Office Aide

Health office aides, who may have a different title in different districts, work in collaboration with a School Nurse to care for the medical needs of the students. The health office aide is able to perform basic healthcare services including first aid, assist with medical emergencies and medication administration.

#### Qualifications for Health Office Aide:

- A high school diploma
- At least 18 years of age
- A Health Office Aide must be certified in both First Aid and CPR
- Receive training on medication administration and any other requirements based on the school district's standards
- Districts wishing to bill for a health office aide services will need to ensure their health office aides meet the PCA requirements

### Community Health Workers (CHW)

A CHW works 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>. The services and supports that a CHW provides is under the supervision of a licensed healthcare provider. During the 2023 legislative session those who can provide supervision services to CHW's was updated. As those who can offer supervision services is updated, please contact the Office for a Safe and Respectful Learning Environment (Nevada Department of Education) for the most current listing and what services are billable for a CHW.

#### Qualifications for Community Health Workers:

- CHW can be 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.

#### Role of Community Health Workers:

- CHWs may provide universal support at Tier I, screening, crisis stabilization, and some targeted case management services which may be billable under Medicaid Chapter 600.
- They may also provide resource linkage to students and families, helping them connect with physical safety, food, housing, shelter, employment, or other needs.
- CHWs 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 (PCA)

A PCA 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. PCAs 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:

- At least 18 years of age and tuberculosis negative
- Eight hours of training initially and annually thereafter 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
- Personal Care Assistant training requirements are outlined in the Medicaid Services Manual chapter 2800

### Supervision of Personal Care Assistants:

- Services provided are prescribed in a Plan of Care by a qualified provider
- PCAs are supervised by a qualified individual who provides at least one hour per year of direct supervision

## Qualified Behavioral Aide (QBA)

A QBA 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

### Supervision of Qualified Behavioral Aides:

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 (RBT)

An RBT is a paraprofessional-level certification who implements behavior intervention plans and skill acquisition plans for students with Tier 3 behavior support needs. RBTs 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 RBTs perform.

### Qualifications for Registered Behavior Technicians:

- High school diploma
- 40-hour training
- In-person competency skills assessment
- Written exam

### Role and Supervision of Registered Behavior Technicians:

- RBTs 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 for children with problem behaviors or difficulty acquiring new skills.
- RBTs may conduct assessments to determine the reinforcers that best support a student's learning.
- RBTs do not conduct functional behavior or life skills assessments, oversee programming, or provide parent or staff training.
- RBT services are billable to Medicaid when provided within an authorized treatment plan overseen by a qualified supervisor including a Licensed Behavior Analyst (LBA) or a Licensed Assistant Behavior Analyst (LaBA).

## RESPONSIBILITIES FOR ALL SCHOOL PERSONNEL

All school employees, including educators, specialized instructional support personnel, school nurses, and other health service providers have some responsibilities in common:

- Maintain their licensing and certification, including professional development required by their respective boards
- Obtain appropriate supervision and guidance if assigned tasks are outside their experience and training
- Maintain student privacy under federal law, including FERPA, and in some cases, also HIPAA
- Consider the whole child, and collaborate with multi-disciplinary professionals within an Multi-Tiered System of Supports
- Collaborate with colleagues to improve services across a continuum, based on student need
- Mandated reporters if child abuse or neglect are suspected
- Deliver or assist students in accessing psychological first aid
- Comply with state law, district, and school policies, participate on teams, and communicate with supervisors
- Appropriately and securely maintain records, including documenting services and interventions delivered to students individually or in groups



# 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/](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/](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](http://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](mailto: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/](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](http://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](mailto: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 A 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, 504sData 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 & SCHOOL-BASED HEALTH INITIATIVES

**Office for a Safe and Respectful Learning Environment**  
Christy McGill, Director, [cmcgill@doe.nv.gov](mailto:cmcgill@doe.nv.gov)

**Behavior Specialists**  
Austin Olson, [austinolson@doe.nv.gov](mailto:austinolson@doe.nv.gov)

**Family and Community Engagement**  
Alberto Quintero, [albertoquintero@doe.nv.gov](mailto:albertoquintero@doe.nv.gov)

**School Behavioral Health Policy Liaison**  
Tonya Hernandez, [tonya.hernandez@dcfs.nv.gov](mailto:tonya.hernandez@dcfs.nv.gov)

**School Counselors**  
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# ACRONYMS

<b>ASD</b>	Autism Spectrum Disorder
<b>BIP</b>	Behavior Intervention Plan
<b>BSN</b>	Bachelor's Degree in Nursing
<b>BSW</b>	Bachelor's degree in Social Work
<b>CASII</b>	Child and Adolescent Service Intensity Instrument
<b>CCBHC</b>	Certified Community Behavioral Health Clinic
<b>CHW</b>	Community Health Workers
<b>CNA</b>	Certified Nursing Assistants
<b>CPC</b>	Clinical Professional Counselors
<b>DLT</b>	District Leadership Team
<b>DPBH</b>	Department of Public and Behavioral Health
<b>EPSDT</b>	Early and Periodic Screening, Diagnostic and Treatment
<b>FAS</b>	Fetal Alcohol Spectrum Disorder
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>FBA</b>	Functional Behavior Assessment
<b>IEP</b>	Individualized Education Plan
<b>LaBA</b>	Licensed Assistant Behavior Analyst
<b>LBA</b>	Licensed Behavior Analyst
<b>LCSW</b>	Licensed Clinical Social Workler
<b>LEA</b>	Local Education Agency
<b>LPC</b>	Licensed Professional Counselor
<b>LMFT</b>	Licensed Marriage and Family Therapist
<b>MCRT</b>	Mobile Crisis Response Team
<b>MFT</b>	Marriage and Family Therapist
<b>MOU</b>	Memorandum of Understanding
<b>MSM</b>	Medicaid Services Manual
<b>MSW</b>	Master's degree in Social Work
<b>MTSS</b>	Multi-tiered Systems of Support
<b>NDE</b>	Nevada Department of Education
<b>PBIS</b>	Positive Behavior Intervention and Supports
<b>PCA</b>	Personal Care Assistant
<b>PEP</b>	Nevada Parents Empowering Parents
<b>PHQ-9</b>	Patient Health Questionnaire
<b>POC</b>	Plan of Care
<b>QBA</b>	Qualified Behavioral Aide
<b>QMHA</b>	Qualified Mental Health Associate
<b>QMHP</b>	Qualified Mental Health Provider
<b>RBT</b>	Registered Behavior Technician
<b>ROI</b>	Release of Information
<b>SEAD</b>	Social Emotional and Academic Development
<b>SISP</b>	Specialized Instructional Support Personnel
<b>SOC</b>	System of Care
<b>SST</b>	Student Support Team

