

SISP Improve Student Behavior and Wellness

SCHOOL COUNSELORS

- Organize a variety of services to enhance the social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational programs for all students.
- Provide students counseling and classroom lessons in the areas of personal and social skill development.
- Promote and maintain a safe learning environment for all pupils by providing restorative justice practices, positive behavior interventions, and support services.
- Use school climate-based strategies to reduce stigma, conflict, pupil-to-pupil mistreatment, bullying and to improve students' overall well-being.

SCHOOL PSYCHOLOGISTS

- Work collaboratively with teachers in delivering effective differentiation strategies for students with diverse needs, including the implementation of wellness promotion programs and social-emotional learning in classrooms.
- Provide evidence-based behavioral and mental health services to individual students and groups of students.
- Collaborate with staff to provide school-wide instruction in anti-bullying strategies, self-advocacy, conflict resolution, stress management, problem solving, and other areas that promote social skills and emotional wellness.
- Develop and monitor universal mental health screening processes to identify students in need of mental and behavioral health services, or concerns affecting the entire school community.
- Facilitate collaboration and coordination between school and community providers to ensure access to wraparound supports for students with the most significant needs.
- Provide professional development to school staff and families addressing student mental and behavioral health.

PUPIL SERVICES COALITION:

- CASC | <http://schoolcounselor-ca.org>
- CASP | <http://casponline.org>
- CSNO | <http://csno.org>
- CASSW | <http://cassw.net>
- CAPPA | <http://cappaonline.net>

SCHOOL SOCIAL WORKERS

- Provide individual and small group counseling supports to individual students as well as student groups to address social-emotional and mental health concerns.
- Promote school climate/culture through evidence informed strategies and programs by collaborating with school staff to develop best practices for behavioral management and classroom climate.
- Provide professional development to staff in diverse areas, including behavior management strategies, mental health first aid, trauma-informed practices and professional self-care.
- Maintain an ongoing liaison with community agencies/other resources to support students and their families by assisting in identifying and accessing additional mental health services within the community as needed.
- Participate in the FAPT to develop an appropriate plan to engage the student and family into appropriate behavioral and wellness programs to address any social-emotional and mental health behaviors.

SCHOOL NURSES

- Collaborate with school administrators and support team members to screen students for health concerns and connect students and families to appropriate supports, within the school or community.
- Case manage for development and implementation of action plans for individualized health care, student and family social/emotional needs, and pregnant and parenting teens.
- Crisis management for emotional problems, substance abuse, child abuse and neglect, and as vulnerable young adult abuse and neglect.
- Assist the educational mainstreaming process to ensure that students are in the least restrictive environment as required by Federal Law.
- Collaborate with evaluation/intervention teams to plan and provide for special health and educational needs.
- Coordinate & provide in-service education for teachers and support staff to increase knowledge and effective support of children with special needs.
- Work with students who present with physical symptoms that often are related to bullying, harassment, or other mental health issues. Support the social, emotional and physical health of students and serve as a safe harbor in school for students.

WHY ALL FOUR?

School Counselors plan, implement, and evaluate school counseling programs to promote the academic, career, personal, and social development of all students, including students from low-income families, foster youth, homeless youth, undocumented youth, and pupils at all levels of academic, social, and emotional abilities. They join forces with teachers, school administration, school nurses and other Pupil Personnel Services (PPS) personnel to strategize on the best approaches to address student issues.

School Psychologists specialize in analyzing complex student and school problems and selecting and implementing appropriate evidence-based interventions to improve outcomes at home and school.

School Social Workers specialize in assessment and implementation of evidence-based mental health interventions, family and community systems and link students and families with the community services needed to promote academic success.

School Nurses 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 Every Student Succeeds Act (ESSA) defines **Specialized Instructional Support Personnel (SISP)** as "school psychologists, school social workers, school counselors, school nurses; and other qualified personnel... involved in providing assessment, diagnosis, counseling, educational, therapeutic and other necessary services as part of a comprehensive program to meet student needs. These professionals are also considered "school-based mental health service providers" as well as providers of related services under the Individuals with Disabilities Education Act (IDEA, Sec. 602, paragraph 22).

According to the California Department of Education's (CDE) DataQuest, the average ratio of all SISP to K-12 students are many times higher than recommended.

School Psychologists at a ratio of 1,050:1; Social Workers at a ratio of 9,065:1; School Counselors at a ratio of 645:1; and School Nurses at a ratio of 2,368:1.

DID YOU KNOW?

- The American School Counselor Association recommends a ratio of 250:1
- The National Association of School Psychologists recommends a ratio of 500:1;
- The Social Work Association of America recommends a ratio 250:1
- The National Association for School Nurses recommends 750:1 or 1 full-time school nurse for every school (AAP)



Supportive Learning Environments For Successful Student Outcomes

Who are Specialized Instructional Support Personnel (SISP)?

School Psychologists, School Counselors, School Social Workers and School Nurses who work together to address the behavioral, mental, physical health and social needs of K-12 students, providing critical support so that all students can learn, thrive and grow.

What Do They Do?

SISP use research informed, evidence based practices to work with class rooms, small groups and individual students to increase academic achievement, reduce student absences, and improve student behavior and wellness. SISP also provide responsive services during crisis situations.



SISP Increase Academic Achievement

SCHOOL COUNSELORS

- Engage with, advocate for, and provide support for all students with respect to learning and achievement.
- Monitor student records to ensure students are achieving academically are on-track for promotion and graduation.
- Assist students in understanding the relationship between academic achievement and career success, and the importance of maximizing career options.
- Develop a list of coursework and experience necessary to assist each student in elementary and middle school to successfully transition to the next school level and to meet all promotion and graduation requirements.
- Communicate with students and their parents the coursework and academic progress needed for satisfactory completion of middle or high school, education opportunities at community colleges, eligibility for admission to a four-year institution of postsecondary education, including the University of California and the California State University, and the availability of career technical education.

SCHOOL PSYCHOLOGISTS

- Help SISP and school leadership teams maintain accountability by assisting in the development of databased targets for yearly school improvement goals, data collection and analysis, and effective problem solving.
- Utilize culturally competent assessments to help set student learning goals, identify appropriate interventions, and measure progress toward those goals.
- Design, implement, and evaluate a comprehensive range of interventions for students at risk of academic failure.
- Conduct comprehensive psychoeducational evaluations to assess abilities, skills, and social/emotional functioning to inform instruction of students suspected of having a disability.

Copies of this SISP brochure can be downloaded at:

<http://casonline.org/events/#psc>

SCHOOL SOCIAL WORKERS

- Plan prevention and intervention services to promote a climate for teaching, learning, and for the attainment of cultural competence and academic confidence.
- Provide assessment, screening and evaluation in a multi-tier approach to identify and support students with learning needs.
- Prepare a social or developmental history on children ranging from ages 2 to 18 with disabilities that require individual educational support services.
- Mobilize family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program.
- Develop individual and classroom intervention strategies to increase academic success.

SCHOOL NURSES

- Organize and review student/school assessment data and systematically adjust nursing practices to promote and improve student learning, growth and development.
- Coordinate individual and group activities that address issues such as healthy lifestyles, risk reducing behaviors, developmental needs, and preventive self-care.
- Review data related to school climate and culture concerns, such as bullying, and seek to implement programs to decrease these behaviors and the negative impact they have on academic success.
- Develop individualized student health plans to minimize frequency and/or duration of health office visits and increase student attendance; update health-care plans with measurable outcomes that enable the student maximize academic potential
- Assist students to achieve optimal levels of wellness through differentiated and appropriately designed and delivered health education and health care practices.

SISP Reduce Student Absences

SCHOOL COUNSELORS

- Intervene to ameliorate school-related problems that may impact a students' ability to attend school.
- Intercede with chronic absent students and their parent who are experiencing chronic absentee issues, including students classified as English learners, students eligible for free or reduced-price meals, or foster youth.
- Implement a schoolwide plan to address attendance issues and improve grades.

SCHOOL PSYCHOLOGISTS

- Help schools conduct comprehensive needs assessments to develop strategies to address attendance, poverty, trauma, violence, and other barriers to learning.
- Deliver professional development to school staff and families on a range of topics that affect school attendance, such as family engagement strategies, promoting a positive school climate, trauma informed classroom practices, and mental health first aid.
- Collaborate with parents and families to promote treatment integrity and improve intervention success at home and school.
- Facilitate collaboration and coordination between school and community providers to ensure access to wraparound supports for students in need of additional supports.

SCHOOL SOCIAL WORKERS

- Facilitate parent, family and school communications and planning to help identify and address barriers to regular school attendance.
- Develop and monitor attendance improvement plans for individual students, refer to and collaborate with community agencies and participate in Family Assessment Planning Teams (FAPT) to provide the basic needs to minimize barriers to daily attendance.
- Collect, review and assess attendance data for state reporting purposes as well as identification of effective strategies and develop alternative programs for chronic absenteeism, dropout prevention and truancy. Serve as liaison to students who are homeless or in foster care by coordinating enrollment, transportation and identified supports to reduce absences and interruptions of enrollment and daily school attendance.
- File Children in Need of Services (CHINS) petitions on truant students.

SCHOOL NURSES

- Promote health, disease prevention and management.
- Identify physical, behavioral and emotional health concerns and develop plans to manage these individual needs.
- Collaborate with families, students and health care providers to create plans for school re-entry following extended absences.
- Coordinate with parents, health care providers, school staff and community agencies to provide case management, ensure appropriate supports are at school, and address factors that adversely affect educational outcomes. Integrate medical and educational reports to create a plan to maximize academic achievement.
- Work with primary care providers to ensure appropriate follow up for chronic health problems and improved supports to manage these health concerns in the school setting.
- Conduct nursing assessments of chronic health conditions and establish health care plans that provide the necessary health supports to allow students with these conditions to attend school.

Bringing SISP Together:

California Association of Pupil Personnel Administrators (CAPPA)

CAPPA is a state-wide organization comprised of program administrators from the state's school districts. Members share information, experiences, and discuss challenges and solutions in the organization and administration of pupil personnel services. They have administrative responsibilities for one or more of the following services:

- COUNSELING
- HEALTH SERVICES
- SCHOOL PSYCHOLOGY
- SCHOOL SOCIAL WORK
- DISCIPLINE (EXPULSION)
- SPECIAL EDUCATION
- PREVENTION & INTERVENTION
- AT-RISK STUDENTS
- SAFE & DRUG FREE SCHOOLS
- STUDENT DATABASE SYSTEM
- EQUITY
- PARENT ENGAGEMENT
- SCHOOL ATTENDANCE REVIEW BOARD (SARB)
- FOSTER & HOMELESS YOUTH
- CHILD WELFARE & ATTENDANCE