Collaborative and Comprehensive Pupil Services

**Student Services/Prevention & Wellness Team
Division for Learning Support: Equity and Advocacy**

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Introduction

The purpose of this publication is to assist school district stakeholders to examine their pupil services delivery, based upon student needs and available resources, in order to enhance their current efforts to support the learning and development of all students. Some of the major topics include:

- pupil services strategies and programs,
- preparation of pupil services professionals,
- continuing education for pupil services professionals,
- pupil services leadership models, and
- state and federal initiatives related to pupil services.

In addition, this publication provides authoritative websites to help the reader locate current information to conduct more in-depth exploration of pupil services delivery.

We hope this publication will help local school-communities to realize the New Wisconsin Promise, a state commitment to the success of all children. One of the six key strategies of the New Wisconsin Promise is "Providing effective pupil services, special education, and prevention programs to support learning and development for all students while preventing and reducing barriers to student success."

Our common ground is the New Wisconsin Promise - our commitment to ensure a quality education for every child. Raising achievement for all students and closing the achievement gap between economically disadvantaged students, students of color, and their peers is our #1 priority. A quality education system is the foundation of a strong democracy and healthy economy.

The New Wisconsin Promise is committed to ensuring that every child graduates with the knowledge and skills necessary for success in the 21st century global society by:

- *Ensuring quality teachers are in every classroom and strong leadership is in every school.*
- *Improving student achievement with a focus on reading that has all students reading at or above grade level.*
- *Investing in early learning opportunities through the four-year-old kindergarten, Preschool to Grade 5, and SAGE class-size reduction programs.*
- *Sharing responsibility by increasing parental and community involvement in our schools and libraries to address teenage literacy, drop-outs, and truancy.*
- *Advancing career, technical, and arts education to engage students in becoming active citizens by understanding their role in the family, society, and the world of work.*
- *Providing effective pupil services, special education, and prevention programs to support learning and development for all students while preventing and reducing barriers to student success.*

Our New Wisconsin Promise: A Quality Education for Every Child – Education, Economic Development, and Global Competitiveness in the 21st Century, Bulletin #07025, September 2006, Wisconsin Department of Public Instruction.

High standards for the education of today's youth are a concern at the local, state, and national levels. Not only is the focus upon increased academic excellence and career

development, but also upon the social and emotional learning of students and its relationship to educational and life success. Local pupil services delivery must be both *comprehensive* and *collaborative* to meet these high expectations.

Comprehensive pupil services fully address the academic, career, personal/social, and mental and physical health needs and development of all students. Ensuring the services of school counseling, school nursing, school psychology, school social work, and pupil services administration are available to students and families is critical to the successful implementation of a pupil services team. These professions play a key role in achieving the New Wisconsin Promise and helping young people grow academically, as well as socially and emotionally.

> *Social and emotional learning (SEL) involves processes through which children and adults develop fundamental emotional and social competencies to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.*
>
> *Collaborative for Academic, Social and Emotional Learning*

Collaborative pupil services refer to how pupil services professionals work together to meet the needs of all students. Many Wisconsin school districts have moved from the traditional approach of pupil services programming with professionals from each discipline working in isolation to pupil services staff working as a team and in conjunction with teachers, administrators, parents/families, and community partners. This collaborative model increases the effectiveness of the services provided by utilizing available resources most efficiently.

> *The goals of a collaborative pupil services system are to:*
> - *Increase academic achievement;*
> - *Help students to become confident, caring, and contributing citizens;*
> - *Provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based;*
> - *Involve families, fellow students, educators, and community members as integral partners in the provision of a supportive, respectful learning environment; and*
> - *Integrate the human and financial resources of public and private agencies to create caring communities at each school.*
>
> *Enhancing Wisconsin's Learning Support Systems: Students Ready to Learn, Wisconsin Alliance of Pupil Services Organizations*

Pupil services professionals use a variety of strategies that fall into one (or more) of the following categories to help young people reach their maximum potential. Section II describes these eight areas in detail. They include:
- Assessment, screening, and evaluation;
- Individual and small group counseling;
- Home-school collaboration;
- Classroom instruction;
- Collaboration and partnerships with community-based systems;
- Services for staff;

- Program and resource development, management, and evaluation; and
- System change and policy.

To better understand the work of pupil services professionals, it is important to examine the needs of young people in our schools. Section I describes the academic, career, and personal/social challenges of students in Wisconsin today and the ways pupil services professionals meet these challenges.

Section I: What are the needs of young people? How do pupil services professionals meet these needs?

Students come to school with a variety of academic, career, and personal/social needs that can affect their learning. Both internal and external barriers can adversely influence a child's ability to achieve success in school. Examples include acute or chronic physical or mental illness, lack of health care, hunger, poverty, abuse, challenging family situations, high rates of mobility, alcohol and other drug abuse, violence, a lack of English language skills, and a lack of a stimulating home environment. Experiencing these circumstances and problems without help can be insurmountable for many adults, let alone children. Many students in our schools have disabilities which qualify them for special education services. Others may have disabilities in medical terms, but may not meet the legal criteria for special education. Students with these issues may struggle to benefit from the educational and career development process and, as a result, may suffer a lack of future success.

> *School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge. Carnegie Task Force on Education, 1989*

The 2007 Wisconsin Youth Risk Behavior Survey results indicate alarming numbers of high school students who struggle with various mental health, substance abuse, and violence issues.

- 15 percent had seriously considered suicide during the past 12 months.
- 16 percent reported long-term emotional or mental health problems, while another 10 percent were unsure.
- 32 percent reported recent binge drinking, i.e., had five or more drinks of alcohol in a row, on one or more of the previous 30 days.
- 37 percent used marijuana one or more times during their lifetime with the long-term trend showing an increase.
- 21 percent smoked cigarettes one or more of the previous 30 days.
- 13 percent carried a weapon, i.e., gun, knife, club, in the previous 30 days.
- 31 percent were in at least one physical fight within the past year.
- 21 percent responded that someone tried to hurt them while on school property one or more times in the past 12 months by hitting, punching, or kicking them.
- 20 percent, during the past 12 months, had been repeatedly harassed, picked on, or bullied to the point that they felt unsafe at school or that it was hard to do their best at school.

Other data from the Wisconsin Department of Public Instruction indicate:
- The number of students identified as being homeless in Wisconsin under the McKinney–Vento Homeless Assistance Act increased 51 percent from 5,358 students in 2003-04 to 8,108 students in 2006-07.
- Student expulsions have more than quadrupled from 1992 to 2006.
- The percentage of students who are habitually truant from school rose from 6.6 percent in 1997 to 9.7 percent in 2006.
- 93 percent of white students in Wisconsin receive a high school diploma, compared to 65 percent of black students, 75 percent of American Indian students, and 76 percent of Hispanic students.

The Wisconsin Council on Children and Families WisKids Report shares the following regarding children's health, economic status, and legal involvement.
- 15 percent of Wisconsin children lived below the federal poverty level in 2006.
- Almost one in three (31 percent) of Wisconsin school children qualified for free and reduced meals in 2006, compared to about one in four children (26 percent) in 2000.
- In 2005, 6 of every 1,000 Wisconsin children were hospitalized for mental illness.
- After many years of decline, the rate of teen births in Wisconsin rose in 2006 to 31 for every 1,000 females ages 15-19 years, a total of 6,100 births to females under the age of 20 years (Births to Teens in Wisconsin, Department of Health and Family Services, 2006).
- In 2005, 80 children were arrested for every 1,000 children in Wisconsin.

Many sources indicate the growing mental health needs of children and youth. One out of five Wisconsin high school students report symptoms of depression in the past year (Wisconsin YRBS, 2007). Anecdotal reports from many teachers across Wisconsin to DPI consultants indicate that they are seeing more young students with serious mental health challenges than ever before. Peer reviewed research also establishes mental illness as a serious challenge among children and youth. For example:
- As many as 25 percent of youth who have a mental illness do not receive mental health services of any kind (Hoagwood & Johnson, 2003).
- In a given year, about 5-9 percent of children (up to 18 years of age) have a serious mental illness (Shaffer).
- Wisconsin's youth suicide rate is consistently among the highest in the nation. The most recent multi-year analysis (CDC, WISQUARS, 3/20/08, for 1999-2005) puts Wisconsin 13th highest for youth ages 10-19, and fifth highest for middle school students ages 10-14. Wisconsin's youth suicide rate has exceeded the national average in 23 of the last 25 years.
- We lose an average of one young person per week to suicide in our state; it is the second leading cause of death behind motor vehicle accidents (DHFS WISH, 3/20/08).

In addition, while many students clearly need mental health care, such services are not often available in their communities. Schools are often the provider of mental health services for students. Recent research (Robinson, 2004) finds:

4

- 70 percent of children with a mental illness diagnosis and impaired functioning received mental health services in school.
- For nearly half the children with serious mental illness, the school is the only provider.

Mental illness can lead to other problems socially, academically, and physically, as well as alcohol and other drug abuse and even suicide. Wisconsin leads the nation in underage drinking. This is a concern not only for youth and their parents, but for schools, as well. Mental health concerns coupled with alcohol and other drugs is a strong correlate to suicide. Alcohol and other drug abuse and mental health issues are growing concerns that need to be addressed through pupil services teams, programs and initiatives.

How do Pupil Services Professionals Address These Serious Issues?

Unmet mental health needs impact school performance. Bullying behaviors, dropping out of school, expulsions, violence, school safety concerns, and other risk factors strongly correlate with untreated mental illness. Conversely, social skills training, conflict resolution, and problem-solving skills lead to improved school behaviors and achievement. Proper education of staff, students, families, and the community can help reduce stigma associated with mental illness.

Teachers and administrators realize that they need assistance in helping students achieve high academic standards. For example, the vast majority of Wisconsin health education teachers surveyed indicated a need for staff development in the areas of suicide and violence prevention and student mental health (Wisconsin Department of Public Instruction, 2005). Teachers also welcome the kind of support that pupil services professionals are able to provide, in order to reduce student barriers to learning. Academic and career planning services are important factors for student motivation and success in school, as well as in the world of work.

> *Mental health is directly related to children's learning and development. It encompasses or intersects with interpersonal relationships, social-emotional skills, behavior, learning, academic motivation, certain disabilities, mental illness (e.g., depression or bipolar disorder), crisis prevention and response, school safety and substance abuse. Each of these issues affects not only the success and well-being of the individual student but also the school climate and outcomes for all students.*
>
> *An Overview of School-Based Mental Health Services by the American Counseling Association*

As educators address the severe issues that children bring to the school setting at even earlier ages than in the past, they need to increase their capacity to intervene and ideally to also engage in effective prevention.

Not all students experience the critical barriers to learning described above. However, children and youth today live in a complex society filled with many choices and challenges. Every student needs assistance in the areas of academic, career, personal/social, and mental and physical health development in order to achieve maximum school and life success. For example, all youth need to understand

themselves, know how to make good decisions, develop healthy relationships, and deal with change and conflict. Pupil services staff play a key role in delivering comprehensive, systematic programs to provide young people with the knowledge and skills needed to navigate through the process of growing up and becoming confident, caring, and contributing citizens.

Faced with entering a globally competitive workplace filled with technical advances, constant change and innovation, all students must engage in a career planning and decision-making process that prepares them to be successful. Students must be knowledgeable about the work world and about their own competencies, and they must develop the knowledge, skills, and personal attributes necessary for the work force (see page 39 for more information on the Wisconsin Comprehensive School Counseling Program).

Why do we need pupil services professionals in our schools?

If every child is to graduate with the knowledge and skills necessary for success in the 21st century global society, we must provide the resources for all students to develop in the academic, career, and personal/social areas, as well as address barriers to their learning.

> *At some time or another, all students bring problems with them to school that affect their learning and interfere with the teacher's efforts to teach.*
>
> *Wisconsin Alliance for Pupil Services Organizations*

The Search Institute has identified 40 developmental assets or building blocks that all young people from infancy to adolescence need in order to thrive and achieve. Half of those assets exist within the individual, i.e., personal assets, while the other half exists in the environment within which the individual lives, i.e., social assets. Research shows that the more assets a young person has, such as a caring school climate, adult role models, and family support, the less likely he/she is to be involved with risk-taking behaviors, such as alcohol and other drug use, violence, or self-destruction. Studies also suggest that these developmental assets positively influence academic achievement (see page 40 for more information on the Search Institute).

While everyone can and must help to build youth assets, pupil services teams play a key role in this process. For example, pupil services professionals help students 1) feel safe in their homes, schools, and neighborhoods, 2) choose activities for constructive use of time, 3) actively engage in learning, 4) accept personal responsibility, and 5) plan and make positive choices.

While family members play a key role in helping all young people to grow into healthy, productive citizens and to overcome barriers to learning, educators, including pupil services team members, also assume significant responsibility for this developmental process. The school setting provides for relationships with other trusted adults, a caring and safe climate, appropriate boundaries, adult role models, and high expectations, all of which are important developmental assets that youth need in order to thrive (Search

Institute). Seventy percent of Wisconsin students reported they would feel comfortable seeking help from one or more adults besides their parents, if they had an important question affecting their respective lives (2007 Wisconsin Youth Risk Behavior Survey). Pupil services professionals also serve a critical need in supporting students with disabilities. For example, they provide:

A comprehensive learning support system creates a supportive, caring, respectful, and safe learning environment that promotes the success and well-being not only of students but of their families and school staff. Overall, such a system contributes significantly to a school's goals of helping students become good parents, good neighbors, good workers, and good citizens of the world.

Howard Adelman and Linda Taylor, Co-Directors, UCLA School Mental Health Project

- comprehensive disability evaluation,
- interpretation of instructional implications of evaluation results,
- development of educational and health plans,
- direct support to students,
- consultation with staff who work with students with disabilities, and
- support for parents and family members of students with disabilities.

Pupil services staff in our schools—school counselors, school nurses, school psychologists, school social workers, and special education and pupil services directors—are highly trained professionals who are prepared to provide both prevention and intervention programming to assist all students as they move through the educational system, so that they can benefit from the instructional process.

Having examined the needs of students today and the role that pupil services professionals play in meeting these needs, Section II of this guide now examines what collaborative and comprehensive pupil services teams look like in our schools.

Section II – What do collaborative and comprehensive pupil services look like in Wisconsin?

To assist school districts in providing programming to bring about sustained changes in the lives of young people, the Student Services/Prevention and Wellness Team of the Department of Public Instruction has defined a collaborative and comprehensive pupil services model based upon two goals:
1. increasing academic achievement by addressing barriers to learning and
2. helping students to become confident, caring, and contributing citizens.

In order to bring about long-term, sustained changes in the lives of students, pupil services programming must be "planned, systematic, monitored, improved, and refined over time. When reforms are carried out in an isolated, fragmented way, their impact, even when they make a real difference, is often short-lived."

Collaborative for Academic, Social, and Emotional Learning (CASEL)

This model can be helpful to school districts in determining the most effective ways to provide comprehensive services to support student development and to address barriers to learning.

The following eight components outline strategies that pupil services professionals utilize to reach these two goals and to provide the comprehensive services necessary to support student development in the academic, career, and personal/social areas, as well as address barriers to learning. Specific members of the pupil services team provide these components consistent with their training and respective areas of expertise.

1. Assessment, screening, and evaluation;
2. Individual and small group student services;
3. Home-school collaboration;
4. Classroom instruction;
5. Collaboration and partnerships with community-based systems;
6. Services for staff;
7. Program and resource development, management, and evaluation; and
8. Systems and policy change.

Assessment, screening, and evaluation includes the formal and informal methods used by pupil services professionals to determine levels of student achievement or functioning in academic, social-emotional, behavioral, physical/health, and career areas. The assessment or screening of students may occur individually or in groups. Common examples include:

- evaluating a student for services or accommodations as a member of an IEP or 504 Team;
- administering a survey to all or selected groups of students;
- screening and physical assessment of children for health concerns;
- determining student responses to interventions designed to improve functioning;
- screening a student in crisis, e.g., suicide risk;
- participating in team meetings for individual student evaluations: IEP, 504, consultation teams, etc.;
- screening students in high-risk groups, e.g., depression, drug use; and
- academic and behavioral screening, e.g., reading fluency, behavioral risk factors.

Individual and small group student services include the wide range of services (other than assessment, evaluation, and screening) provided to students individually or in small groups. Common examples include:

- individual and small group counseling and support;
- related services as part of a student's IEP;
- transitional services for students moving from one grade or school to another;
- health services;
- assistance with referrals to community-based services;
- case management;
- advising;
- advocacy for individual students;

- designing and implementing individual student plans, e.g., career, health, learning, etc.; and
- supporting investigations related to complaints of student discrimination or harassment.

Home-school collaboration includes ways that pupil services professionals connect with the families of students. Most, but not all, of these efforts involve providing services to individual parents and families, but some activities engage families as partners in improving the school-community. Examples include:
- sharing referral information and resources;
- providing parent education and support activities;
- participating in parent-teacher conferences;
- conducting home visits;
- recruiting parents to serve as volunteers in school;
- supporting parents' participation on advisory groups; and
- career planning with students and parents.

Classroom instruction includes a variety of developmental topics presented to students to support their academic, personal/social, and career development. Examples of topics include:
- developmental guidance;
- human growth and development;
- physical health;
- prevention of violence, e.g., child abuse, dating violence, bullying;
- prevention of alcohol and other drug abuse;
- mental health and illness; and
- suicide prevention.

In addition, pupil services professionals may contact and recruit professionals from the community to come into school as guest speakers, tutors, and mentors.

Collaboration and partnerships with community-based systems include the ways that pupil services professionals network with community-based systems, such as human services, law enforcement, juvenile justice, public health and higher education. Examples include:
- serving as a community liaison;
- providing community outreach;
- managing transitions to and from treatment, foster care, and residential settings;
- sharing confidential student information with other systems, as allowed by law;
- reporting suspected child abuse or neglect;
- networking and communicating with post-secondary schools and military recruiters;
- serving on collaborative services teams to provide wrap-around services; and
- developing referral systems with community-based mental health agencies.

Services for staff are those services specifically intended for educator colleagues within the school/district. The primary examples are:
- in-service training and other professional development;
- individual and small group training;

> *When a comprehensive range of learning supports are provided in a timely and effective manner, fewer students require more intensive and expensive services. In addition, the performance of all students improves to enable them to become self-sufficient and successful members of a community and workforce.*
>
> *Wisconsin Alliance of Pupil Services Organizations*

- occupational health and safety services;
- employee assistance and wellness programs; and
- consultation with staff regarding students' academic, health, and social-behavioral challenges.

Program and resource development, management, and evaluation include the programs and resources that pupil services professionals create, manage, and evaluate. Programs and resources may target all students or a select group of students within a school. Examples include:

- coordinating school-wide, standardized evaluations, e.g., Wisconsin Knowledge and Concept Examination (WKCE), Measure of Academic Progress (MAP), etc.;
- grant-writing and management;
- curriculum writing and revision;
- data collection and analysis related to the implementation of a program or use of a particular resource, i.e., program or resource evaluation;
- evaluating and improving school climate;
- monitoring student data, e.g., attendance, achievement, behavior;
- school-wide or district-wide needs assessment, e.g., Youth Risk Behavior Survey, DPI School Climate Survey; and
- program audits to help the school district meet expectations for student achievement and success.

Systems change and policy covers the efforts of pupil services professionals to implement systemic changes and improvements in the school/district. Examples include:

- policy development and revision;
- advocacy for system change;
- research to improve post-secondary outcomes for students;
- anticipation of emerging needs that require a systemic response by the school/district; and
- use of evaluation results to guide recommended changes in policies and programs.

A collection of documents describing the effectiveness of both prevention and intervention pupil services is available from the National Alliance of Pupil Services Organizations, www.napso.org. The website provides research, data, and references on a broad range of pupil services disciplines and topical areas.

The Delivery of Pupil Services

Pupil services professionals work in these eight areas to provide comprehensive services to address student development and barriers to learning. Delivery systems for pupil services have been evolving in Wisconsin due to changing needs in student populations and the necessity for schools to provide effective services in the most cost-efficient manner. At the same time, changes in federal law have brought new requirements for demonstrated accountability. Many schools in the state have addressed this concern by strengthening collaboration among pupil services disciplines and related programs at the district level and by establishing collaborative pupil services support teams. Collaborative teams function in ways that promote student success, systemic change, and program development to accomplish national, state, and local educational goals. Teams may include all pupil services disciplines and other professionals, as well as families or other individuals, depending upon the referral or problem at hand. Teams are problem-solving in nature and have a strong prevention orientation.

The *Delivery of Pupil Services* self-assessment tool (Appendix B) is an instrument that can be used by school districts to assess their delivery model and initiate changes. The purpose of the instrument is to stimulate discussion among pupil services staff members and other school staff regarding perceived areas of agreement and disagreement, and planning changes in the pupil services delivery system in one or more specific areas. There are three areas assessed by the instrument: 1) coordination of school resources, 2) service delivery, and 3) school-community connections. The instrument asks respondents to rate items placed on a continuum of services from the traditional to the collaborative model. This tool also addresses all eight areas of a comprehensive pupil services system, as delineated above.

Collaborative Teamwork
Teamwork is characterized by high degrees of cooperation, coordination, and collaboration. Each of these characteristics differs in the formality of the actions involved and the goals guiding those actions. The descriptions below come from a previous Department of Public Instruction publication, *Pupil Services: A Resource and Planning Guide*.

Cooperation is the least formal of the three activities. At its most basic level, cooperation occurs informally when pupil services staff members share general information on a regular basis. Cooperation is always helpful in nature. Examples include taking phone messages for each other, demonstrating a willingness to change an appointment to a more convenient time, or offering to help a colleague complete a task. These are just a sample of the many cooperative activities that occur in the school setting.

Coordination requires more formality than cooperation. Team members inform each other of planned activities and modify their activities as needed to most effectively and efficiently deliver pupil services to students. For example, the coordinator of an after-school tutoring

> *Collaboration is a creative integration among the needs of the parties. Collaboration is people finding a third way.*
>
> *Mary Parker Follett*

program might work with a pupil services professional to introduce the peer counseling program into the time for tutoring. Coordination among staff members requires an attitude of willingness to work together in a helping manner to benefit students. In the example just cited, coordination occurs between two separate programs and results in a joint activity. Each program has its own goals and responsibilities, which remain separate. Yet the programs coordinate services to meet the various goals and responsibilities of each program.

Collaboration requires more formal interaction than either cooperation or coordination. Collaboration:
- is mutually beneficial;
- has a well-defined relationship with common goals;
- has two or more organizations working to achieve results they are more likely to achieve together than alone;
- includes a commitment to a jointly developed structure, shared responsibility, mutual authority and accountability, and sharing of resources and rewards.

Without a collaborative team approach, pupil services may be fragmented and isolated. For example, the school nurse may be seeing a student for health issues, the school counselor may be working with the same student in a counseling group, the school psychologist may be assessing this student, and the school social worker may be helping the family access community-based services. In this case, each provider would be working on a different, yet related aspect of the child's life without knowledge of the other providers' efforts. Therefore, none of the providers has a comprehensive knowledge or understanding of the whole child and her/his family.

> *If communities are going to support young children and their families, then new ways of crafting service delivery efforts must be found. Efforts must go beyond cooperation and coordination to collaboration.*
>
> *Linda G. Kunesh*

A collaborative team approach assists individual students by identifying and addressing student needs utilizing all of the team resources in the most effective manner. In addition, students benefit collectively from this approach. For example, members share information on a regular basis at team meetings and discuss trends in student needs that become evident. Collaborative teams shift the focus from problems and solutions affecting individuals to problems and solutions affecting groups of students, increasing the efficiency in addressing these issues.

Numerous models exist for collaborative teamwork. Each pupil services team needs to assess local needs and then design a system that best meets the needs of the students in that particular school district. There are many factors that may influence collaborative teaming in a school or district that require consideration when developing a plan, including:
- diversity of the student body, the staff, and the community;
- special needs of students;
- budget;

- size of the school/district;
- number of buildings served by the pupil services professionals;
- physical space;
- time constraints; and
- types of schools served, i.e., charter, choice.

Many factors are likely to influence the success or failures of interagency collaborations, and no two collaboratives will progress in exactly the same way or within the same time frame. Each effort must find a way to proceed that is consistent with its unique circumstances and composition. Nevertheless, the literature on collaboration offers some suggested guidelines that have wide applicability:

- *Involve all key players so that collaborative decisions and activities will receive widespread support and recognition.*
- *Ensure that the collaborative's leadership is visionary, is willing to take risks, and facilitates change rather than directs it.*
- *Establish a shared vision of how the collaborative should progress and of the expected outcomes for children and families served by the collaborative partners.*
- *Build ownership at all levels. Commitment to change must be mobilized at all organizational levels of member agencies and among community members involved in the collaborative.*
- *Establish communication and decision-making processes that accept disagreement among actors as part of the process and establish ways to address conflict constructively.*
- *Institutionalize change by encouraging member agencies to include collaborative goals in their own institutional mandates and by earmarking funds to carry out collaborative activities.*
- *Finally – and perhaps most important – remember that change begins with individuals, not institutions. It is essential that agency representatives be allowed to take the necessary times from routine responsibilities to meet and interact with one another so that trust and respect on an individual level can be generated. Personal interactions across agencies nurture trusting relationships that will sustain the growing pains naturally associated with systemic change.*

Clearly, the road to successful school readiness involves a new vision that encompasses not only children and their environments, but the roles that schools, communities, and service agencies must play in the healthy development of children and their families. Rearing and educating healthy children who are able to succeed in school and society require new strategies for community-wide commitment to address the needs of the whole child.

Guidelines for Effective Collaboration, Northcentral Regional Educational Laboratory, Kunesh & Farley, 1993

The next Section highlights what each of the pupil services disciplines—special education and pupil services directors, school counselors, school nurses, school psychologists, and school social workers—do.

Section III – What do each of the pupil services disciplines—special education and pupil services directors, school counselors, school nurses, school psychologists, and school social workers—do?

Special Education and Pupil Services Administrators

Pupil services administrators advocate success for all students by providing leadership, support, professional development to school administrators responsible for pupil services programs within the context of educational settings. Pupil services administrators are committed to developing and implementing public education policy that promotes excellent programs and services essential for student success.

Sources: National Association of Pupil Services Administrators and the National Alliance of Pupil Services Organizations

Section IV discusses the role of directors of special education and pupil services in detail.

School Counselors

Professional school counselors are licensed master's level practitioners with expertise in addressing students' academic, personal/social, and career development. They serve elementary, middle/junior, senior high and post-secondary students. School counselors are experts in age-specific developmental stages of student growth and the needs, tasks, and student interests related to those stages. A school counselor works with *all* students, including those students considered "at-risk" and those with special needs. They are specialists in human behavior and relationships that assist students through four primary interventions: counseling (individual and group); large group guidance; consultation; and coordination. Professional school counselors are responsible for developing comprehensive school counseling programs that promote and enhance student learning. By providing interventions within a comprehensive program, school counselors focus their skills, time and energies on direct services to students, staff, and families. According to the American School Counseling Association (ASCA), "Professional school counselors serve a vital role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, professional school counselors promote equity and access to opportunities and rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, professional school counselors address the needs of all students through prevention and intervention programs that are part of a comprehensive school counseling program."

Source: Wisconsin School Counselors Association (WSCA)

School Nurses

Registered nurses are dedicated to improving the health and educational success of children and youth. School nurses are responsible for providing health services to students and staff. Specifically, a school nurse provides illness and injury assessments and interventions, chronic disease management, nursing procedures such as gastrostomy tube feedings and tracheotomy care, individualized nursing care plans and services for students with disabilities and/or health conditions that interfere with learning, health assessments for IEP development, screening for health factors impacting student education, assessment and interventions for students with mental health needs, crisis team participation, health curriculum participation, health policy development and serves as a school/community/health care provider liaison. Additionally, the school nurse often serves as the coordinator of other health-related services in the school setting such as staff wellness, nutrition issues, health counseling, and healthy environments.

Sources: National Association of School Nurses (NASN) and the National Alliance of Pupil Services Organizations

School Psychologists

School psychologists help children and youth succeed academically, socially, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments for all students that strengthen connections between home and school. School psychologists are highly trained in both psychology and education. They must complete a minimum of a Specialist-level degree program (60 graduate semester credits) that includes a 1200-hour internship and emphasizes preparation in the following: data-based decision-making, consultation and collaboration, effective instruction, child development, student diversity and development, school organization, prevention, intervention, mental health, learning styles, behavior, research, and program evaluation. School psychologists must be certified and/or licensed by the state in which they work. They also may be nationally certified by the National School Psychology Certification Board (NSPCB).

Source: National Association of School Psychologists (NASP)

School Social Workers

School social workers understand that many students face social, emotional, learning, cultural, and economic barriers, which must be addressed in order for these students to be successful in school. The student outcomes related to school social work services are increased student achievement, safety, attendance, social-behavioral competency, and family and community involvement. School social workers provide a wide range of services to students, including assessment and screening, individual and group counseling, crisis intervention, family support, advocacy, and classroom instruction. In addition to serving students with disabilities, other student groups commonly served by school social workers are students experiencing violence and harassment, homeless students, pregnant and parenting students, truant students, students who are high-risk

for dropping out of school, and students who are transitioning between school and treatment programs or the juvenile justice system. School social workers network with community-based organizations to ensure that students and families access needed services. They work closely with teachers and administrators to provide consultation related to behavior and classroom management, mental health, child abuse and neglect, crisis response, truancy, family dynamics, community resources, and other special concerns that impact student learning. Recognizing that many challenges experienced by students are prevalent in the school-community, school social workers seek to develop and implement new programs, resources and policies that will maximize students' success in school.

Sources: School Social Work Association of America (SSWAA), the National Association of Social Workers (NASW), and the National Alliance of Pupil Services Organizations

Additional and more specific information about the roles and functions of the different pupil services professions can be obtained from the following sources:
- Pupil services administration
  - National Association of Pupil Services Administrators (NAPSA) at www.napsa.com.
  - National Association of Directors of Special Education (NADSE) at www.nasdse.org.
- School counseling
  - American School Counseling Association (ASCA) at www.schoolcounselor.org.
  - Wisconsin School Counselors Association (WSCA) at http://www.wscaweb.org/.
  - School Counseling Home Page of the Department of Public Instruction (DPI) at www.dpi.wi.gov/sspw/counsl1.html.
- School nursing
  - National Association of School Nurses (NASN) at www.nasn.org.
  - Wisconsin School Nurses Association (WASN) at http://www.wischoolnurses.org.
  - School Nursing Home Page of the Department of Public Instruction (DPI) at www.dpi.wi.gov/sspw/schlnurse.html.
- School psychology
  - National Association of School Psychologists (NASP) at www.nasponline.org.
  - Wisconsin School Psychologists Association (WSPA) at www.wspaweb.org/index.aspx.
  - School Psychology Home Page of the Department of Public Instruction (DPI) at www.dpi.wi.gov/sspw/schpsych.html.
- School social work
  - School Social Work Association of America (SSWAA) at www.sswaa.org.
  - Wisconsin School Social Work Association (WSSWA) at www.wsswa.org.
  - School Social Work Home Page of the Department of Public Instruction (DPI) at www.dpi.wi.gov/sspw/socialwork.html.

Definitions of the pupil services professions and what they do, as delineated within federal law, can be found in Appendices G and H.

Pupil Services Checklists

Districts may choose to use the Pupil Services Checklists for Task Clarification and Role Clarification (Appendices C and D) to assist in determining pupil services staffing needs. The checklists can be helpful in improving communication among all staff, clarifying roles and responsibilities, and recommending the hiring of pupil services professionals.

The first checklist is the Pupil Services Checklist for Task Clarification (Appendix C). Individual team members complete this form and begin identifying how their time is spent. Pupil services tasks are listed under one of the eight general categories of comprehensive pupil services, and team members indicate how frequently they engage in each of these tasks.

After each team member has completed this first form, the group comes together and jointly completes the Pupil Services Checklist for Role Clarification (Appendix D). This second checklist is useful for recording the results from the first checklist. The team (and others) can then analyze this information to determine if any changes are necessary regarding roles and responsibilities to ensure the most effective delivery of services to students and families.

Section IV – What are the components of pupil services team leadership?

Organization of Pupil Services

School districts organize pupil services departments in a variety of ways depending upon the size and the unique characteristics of the particular district, skills of available personnel, and traditional arrangements within that district. Some districts may choose to employ one person to administer both special education and pupil services. Larger school districts may choose to separate these roles. Smaller school districts generally either:

- Enter into a cooperative agreement to jointly provide special education and pupil services;
- Contract with a Cooperative Educational Service Agency (CESA) for the administration of special education services; or
- If available, contract with a County Children with Disabilities Education Board (CCDEB) for the administration of special education.

The Role of Administrators Supervising Pupil Services Teams

The administrator supervising the pupil services department plays a key role in the collaborative delivery of services designed to support the learning of all students. Several items in the self-assessment instrument, *Delivery of Pupil Services* (Appendix B), relate to these leadership and support responsibilities:

- Communication among pupil services staff is regular, formally established and supported by administration.
- Lines of authority are clear.
- Pupil services staff report to a common administrator.
- Formative and summative evaluation of pupil services is conducted regularly and the results are shared at least annually with the school board.

The administrator provides leadership and support for the organization of services, policy development, budgeting, personnel matters, staff development, supervision and evaluation, school board involvement, and parent and community involvement.

Special Education and Pupil Services Directors

A certified special education and pupil services director brings formal training and experience in administering pupil services programs, including supervising and evaluating pupil services professionals, to the collaborative pupil services team. A Director of Special Education and Pupil Services license is issued to these administrators by the Department of Public Instruction.

According to Chapter PI 34, a director of special education and pupil services license is required for a person to administer a special education program or a pupil services program, or both. Directors must complete an approved program leading to licensure as a director of special education and pupil services. The exception to this requirement would be that a person who holds a current special education supervisor - Level A license may be issued a Director's license.

In order to obtain a Director of Special Education and Pupil Services license, one must be eligible for a teaching or a pupil services license and have three years of teaching experience or be eligible for a pupil services license (i.e., school counselor, school psychologist, or school social worker) and have three years experience in that field. A pupil services license requires 540 hours of teaching experience, which could include classroom presentations as a pupil services professional.

Special education and pupil services directors may be assigned to supervise a wide variety of programs, such as alcohol and other drug abuse, violence prevention, child abuse, suicide prevention and intervention, crisis planning, special education, nondiscrimination, and others. In implementing such programming, these directors work with other administrators, such as directors of curriculum and instruction and building principals, to modify curriculum and programs to meet student needs.

Areas of Leadership

Strong support in the following areas is necessary to meet the pupil services needs of students, regardless of the type of program leadership in the district:
- policy development,
- budget,
- personnel,
- staff development,
- supervision,
- school board involvement,
- parent and community involvement, and
- physical facilities and resources.

Pupil services leaders play an important role in developing school district policies that impact the learning of students. Knowledge of current statutory requirements and sound educational practice is essential in policy development and revision that results in student success in the areas of learning, behavior, and child development.

In order for pupil services departments to obtain the necessary resources to meet the needs of students, both the administration and the school board must view pupil services as valuable and essential resources for student success. The pupil services budget must reflect the district's short- and long-term goals and community input to secure a broad base of support. The department's budget should be part of the general fund and not be viewed as supplemental.

The pupil services director or other administrator holds the primary responsibility for recommendations regarding hiring, supervising, evaluating, and when necessary, terminating staff members assigned to the pupil services program. The overall effectiveness of the program relies heavily upon employing staff members who are competent and able to work with diversified student populations and their families.

Hiring decisions for pupil services staff must be based upon the identified needs of the student population coupled with the training, expertise, experience, and certification of the staff. These professionals must also be able to work as team members with other pupil services staff, as well as teachers and administrators.

It is important that educational leaders consider the experience, knowledge, and skills of both the various pupil services professions and the individuals within those professions when assigning responsibilities. *Administrators should only assign pupil services professionals to tasks for which they have been trained and have the documented competencies to perform.*

Professional development is critical for developing, implementing, and maintaining an effective pupil services team. The leadership of the team must ensure that ongoing professional development opportunities meet the needs of pupil services staff and build upon their skills, expertise, and knowledge in meeting the ever-changing needs of young people.

The Wisconsin Department of Public Instruction requires anyone who supervises and evaluates other professional staff to be licensed as an administrator. Special education and pupil services directors have been trained to thoroughly understand the social, emotional, cognitive, and physical development of students and the relationship between these areas and learning. Their understanding of the roles and responsibilities of the pupil services disciplines and programs comes from experience in their own discipline, which can be valuable in supervising other pupil services personnel.

The following guidelines will assist an administrator in the supervision and evaluation process.

- Supervision and evaluation are based on the written job descriptions and performance expectations that define the role and responsibilities of staff members. Job descriptions should be consistent with the mission and goals of the pupil services program and district and with the professional preparation and certification of the employees.
- Supervision is ongoing and may occur daily, weekly, or monthly and may be formal or informal, depending upon the staff person's needs. When documentation is required, supervision should be formal and summarized in writing for the employee.
- Informal supervision occurs when a staff member seeks feedback or is open to constructive feedback, such as how to improve consultation skills with a teacher. The director (or other administrator) and staff member should discuss in advance the exact skill being targeted for improvement. Also, they should identify specific behaviors that demonstrate this skill. If necessary, they should identify and then provide staff development opportunities that would help improve the needed skill.
- It is important that the performance evaluations of pupil services professionals match their performance expectations. Teachers, administrators, and pupil services professionals perform important, but fundamentally different, roles in educating students and operating schools. Wisconsin administrative code recognizes this through the establishment of different professional standards for each of these three groups in PI 34 (See Appendices E and F, and page 23. Because the roles of the educators in these three groups are different, the tools used to evaluate their performance must necessarily be different, as well, in order to appropriately measure and document areas of strength and opportunities for improvement. *Teacher evaluation tools should not be used to evaluate the performance of pupil services professionals.* The pupil services consultants on the Student Services/Prevention and Wellness Team at the Department of Public Instruction and the pupil services professional associations listed in this publication can assist school districts in identifying meaningful performance evaluation tools.

The leadership of the pupil services team is responsible for communicating programming to the school board and to families of students. The need for positive relations with the school board is crucial. School board policy should describe the procedural guidelines for communication between staff and the school board. The pupil

services team leadership must clearly communicate to the school board the necessity for pupil services programs; the program goals, objectives, and results; and how all of this relates to the district's goals and objectives for student learning.

All parents within the district need to understand the mission and goals of the pupil services team and ways these relate to the district's mission and goals. This information, along with news of upcoming projects, meetings, or activities, can be communicated through newsletters and newspaper articles. E-mail is another excellent communication tool for families that have this service available to them.

Special education and pupil services directors or other administrators ensure that pupil services professionals inform parents or legal guardians about developments concerning their children and involve them in significant decisions affecting their children. Communicating with parents requires sensitivity to the content of information being shared. All parents want to hear about their child's progress. Conversations about children should be balanced, including discussion of the child's strengths, as well as the difficulties the child is experiencing.

Additionally, the pupil services leadership collaborates with community agencies and organizations to meet the needs of children and families. This collaborative relationship with service providers in such areas as health, law enforcement, and human services is critical when children or their families need additional assistance and support beyond what the school district can provide.

The special education and pupil services director or other administrator plays an important role in ensuring that staff members have adequate physical facilities to perform their professional duties. At least minimal standards for comfort and auditory and visual confidentiality are essential. (In addition, pupil services staff must have appropriate telephone, computer, fax, and copier access, as well as clerical support.) When renovation or new construction takes place, it is very important that pupil services professionals be involved in determining their needs for office space, waiting areas, display space, and small and large group meeting areas.

Putting Together a Pupil Services Plan to Meet the Needs of Students

School districts throughout the state vary in size, geography, available resources, staffing, and other characteristics. Therefore, it is important that a delivery plan for pupil services be developed utilizing the considerations below.
- Involve all of the stakeholders in the planning process, including pupil services staff, teachers, administrators, board of education members, students, parents, agency representatives, community members, and others.
- Utilize relevant data such as the results of the Youth Risk Behavior Survey or other surveys, achievement tests, attendance, discipline data, graduate follow-up surveys, community needs surveys from such agencies as the United Way, the Delivery of Pupil Services assessment tool (Appendix B), and others to determine student needs.

- Examine legal requirements including School District Standards (e) Guidance and Counseling Services and (g) Emergency Nursing Services (Appendix A), the Individuals with Disabilities Education Improvement Act (IDEA), and the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).
- Determine what resources are available for meeting the physical, mental, emotional, social, academic, and career needs of students in order to support their learning and development. Examine the allocation and possible reallocation of resources. Be sure to consider such resources as Title I and alcohol and other drug and violence prevention funding options.
- Utilize the Delivery of Pupil Services tool (Appendix B) to craft a plan which includes:
  - program goals,
  - staffing,
  - service delivery methods,
  - leadership,
  - staff development,
  - community collaboration, and
  - evaluation.

The next Section looks at the preparation for school counselors, school nurses, school psychologists, and school social workers, who must meet not only the pupil services standards, but also the specific licensure content guidelines within each of their respective disciplines.

Section V – What does the preparation of pupil services professionals look like?

Wisconsin Administrative Code states that in order to receive a license in a pupil services category, an applicant shall complete an approved program and demonstrate performance in the knowledge, skills, and dispositions under all of the seven Pupil Services Standards.

Standards #5 and #7 emphasize the importance of pupil services professionals working collaboratively in order to maximize their knowledge, skills, and resources for the benefit of all students. All pupil services professionals must understand the Teacher Standards, further underscoring their role in supporting student learning (Standard #1).

PI 34.04 Pupil services standards. To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

(1) The pupil services professional understands the teacher standards under s. PI 34.02.

(2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

(3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

(4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

(5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

(6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.

(7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

Institutions of higher education across Wisconsin offer specific programs designed to prepare pupil services professionals for the appropriate licensure to work with students. These institutions must submit written evidence that their programs comply with the requirements of Chapter PI 34.

The licensure program guidelines for each of the four disciplines (listed below) indicate how these professionals actualize their respective and specific roles in supporting the learning and development of all students in the academic, career, and personal/social areas.

PI 34.31 Pupil services categories. Licenses may be issued in the following pupil services categories at the early childhood through adolescence level to individuals who complete an approved program, demonstrate proficiency in the standards in s. PI 34.04 and meet the additional requirements under this subchapter. Specific competencies for the separate license categories shall be determined by the state superintendent based on the recommendations made by the professional standards council under s. 115.425, Stats.

(1) SCHOOL COUNSELOR.
(a) A license as a school counselor may be issued to an applicant who has completed or possesses both of the following:
1. A master's degree from an approved school counseling and guidance program and the institutional endorsement.
2. One of the following:
a. Eligibility for a license to teach or completion of an approved program and 2 years of successful teaching experience at the early childhood through adolescence level.
b. An approved one-year, full-time internship in school counseling at the early childhood through adolescence level.
c. A minimum of 2 years of successful experience as a licensed school counselor. "Successful experience" in this subparagraph means experience as a licensed school counselor in an assigned position of one-half time or more as a school counselor under the supervision of a cooperating school counselor and a written recommendation from the school system administration.
(b) A 3-year nonrenewable license may be issued to an applicant who has obtained the institutional endorsement and has completed all requirements except the requirement in par. (a) 2. This three-year license may be issued for an individual to meet the requirement in par. (a) 2. c.

(2) SCHOOL NURSE. This license is not required. An applicant for a school nurse license shall be a registered nurse in Wisconsin and shall have received a bachelor's degree in nursing which includes a school nursing practicum and an institutional endorsement.

(3) SCHOOL PSYCHOLOGIST.
(a) A school psychologist license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses all of the following:
1. An approved program for the preparation of school psychologists, resulting in a doctor of philosophy, doctor of psychology, doctor of education, education specialist degree, or the equivalent, including a master's degree, as determined by the institution and approved by the state superintendent.
2. Completion of one of the following:
a. Two years of successful experience as a school psychologist under the supervision of a cooperating school psychologist and a written recommendation from the school system administration.
b. An internship in school psychology under the supervision of a cooperating school psychologist and a written recommendation from the school system administration. The internship shall be part of the approved program.
(b) A 3-year nonrenewable license may be issued to an applicant who has obtained the institutional endorsement and has completed all requirements except the requirement in par. (a) 2. This 3-year license may be issued for an individual to meet the requirement in par. (a) 2. a. or b.

(4) SCHOOL SOCIAL WORKER.
(a) A license may be issued to an applicant who has completed or possesses all of the following:
1. A master's degree in social work.
2. An institutional endorsement.

School Counselors

School counselors in Wisconsin must have a Masters degree in School Counseling from a school counseling program that meets the approval of the Department of Public Instruction (DPI). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and/or the National Council for Accreditation of Teacher Education (NCATE) may also accredit DPI-approved school counseling programs. Certification for licensure requires the individual to have the endorsement of a DPI-approved program that documents that the individual has demonstrated the necessary proficiency in the Wisconsin Pupil Services Standards and the School Counseling Licensure Program Guidelines. Preparation includes a 600 hour supervised practicum in schools (evenly split between elementary, middle and high school) as a school counselor. School counselors may also obtain National Certification through the National Board for Professional Teaching Standards (NBPTS) or the National Board for Certified Counselors (NBCC) - National Certified School Counselor (NCSC) Examination.

School Counseling Licensure Program Guidelines

A School Counselor will:
1. Demonstrate an understanding of the psychological, theoretical, and sociological foundations of human development, learning, and behavior.
2. Demonstrate an understanding of skills required to develop, organize, administer, evaluate, and promote a comprehensive developmental school-counseling program based on the Wisconsin Developmental Guidance Model in collaboration with educators, families and community resources.
3. Demonstrate the skills required to work effectively with school teams to promote a safe and healthy school climate, including prevention and intervention strategies such as conflict resolution, peer mediation and crisis management.
4. Demonstrate an understanding of the role that diversity, inclusion, gender and equity have on students' academic achievement, personal/social and career development.
5. Demonstrate individual and group counseling skills, which facilitate students', personal/social, academic, and career development throughout their Pk-12 school experience.
6. Demonstrate an understanding of "Pk-16" career development theories, practices and programs, including the ability to facilitate student skill development.
7. Demonstrate knowledge of developmental approaches to assist **all** students and parents at points of educational transition such as, home to elementary school, elementary to middle to high school and high school to postsecondary options.
8. Demonstrate an understanding of relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the American School Counselor Association.
9. Demonstrate the ability to utilize research, student data and institutional assessments to improve school counseling programs and recommend systematic changes that will improve the learning environment for all students.
10. Demonstrate an understanding of current and emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and personal/social choices.

11. Demonstrate an understanding of and how to acquire ongoing professional development and reflection in helping to continually evaluate school-counseling services.
12. Demonstrate acquired skills in understanding the role, function, and responsibilities of a school counselor by acquiring a minimum of 600 hours of supervised practicum as a school counselor in a school setting at the appropriate level(s).

School Nurses

A school nurse is a registered nurse licensed under Chapter 441 through the Department of Regulation and Licensing [Wis. Chap. 115.001(11)]. School nurses are not required to be licensed through the Department of Public Instruction [PI 34.31(2)]. Certification as a school nurse through the Department of Public Instruction requires an applicant to be a registered nurse in Wisconsin with a bachelor's degree in nursing with an institutional endorsement from a DPI-approved program, including a school nursing practicum.

School Nursing Licensure Program Guidelines

By the end of a preparation program leading to licensure in school nursing, a student will demonstrate proficiency in:
1. The organizational processes of public education, including the organizational culture, values, structure, and politics of schools.
2. Describing the roles and areas of competence of various professionals within the local educational agency, including the teacher standards under PI 34.
3. Defining the purpose, role, professional standards and laws affecting school nurse practice in the public schools.
4. Participating in the development of a school nursing practice within an education system that is consistent with principles of a family-centered approach, community health practice theory, comprehensive school health, and child growth and development.
5. Following the American Nurses Association Standards of Clinical Nursing Practice and the National Association of School Nurses Standards of Professional School Nursing Practice in the application of the nursing process to systematically collect relevant data and other information; identify problem areas and needs; make or facilitate empirically based decisions about service delivery; and evaluate the outcome of service delivery within an educational setting.
6. Making assessments, planning strategies of care, and implementing and evaluating care in ways that promote the academic success of a child with a chronic condition, illness or disability.
7. Utilizing research to develop health policies and procedures to improve health services, programs, and client outcomes, and recommending systematic change that will support pupil learning, health, safety, and development.
8. Developing and implementing health policies and procedures in collaboration with school administrators, the school medical advisor, public health officials and the Department of Public Instruction.

9. Collaborating with the student, family, school staff, community, and other providers in the formulation of overall goals, objectives, timelines, care plans, and decisions related to the delivery of services.
10. The relevant federal and state laws, administrative codes and institutional rules and regulations, including practice which is guided by the Wisconsin Standards of Practice for Registered Nurses and Rules of Conduct, and the American Nurses Association Code of Ethics with interpretive Statements for School Nurses.
11. Articulating the organization, content, roles, and management of collaborative pupil services programs in an educational setting, and being able to define the pupil services model as a comprehensive, multifaceted, and integrated approach for addressing barriers to learning and promoting healthy development.
12. The cultural factors in race, gender, ethnicity, sexual orientation and socioeconomic status and how culture affects individual, family, group, organization and community behavior, academic achievement, and health status.
13. How the larger environment influences the child's health and development and the family's activities in relation to the child's health to make assessments, plan strategies, and implement and evaluate approaches to care of the child that are in accord with the family's economic and social situation and available resources.
14. Using effective written, verbal, and nonverbal communication skills to work effectively with individuals and groups with different abilities, disabilities, orientations, strengths and weaknesses.

School Psychologists

Licensure as a school psychologist by the Department of Public Instruction (DPI) requires training in school psychology from a DPI-approved program or a program approved for the training of school psychologists in another state. Wisconsin training programs may also be accredited by the National Association of School Psychologists (NASP) and/or the National Council for Accreditation of Teacher Education (NCATE). Wisconsin training programs must meet the School Psychology Licensure Program Guidelines. Applicants must obtain a doctor of philosophy, doctor of psychology, doctor of education, education specialist degree, or the equivalent, including a master's degree, as determined by the training institution and approved by the state superintendent. Programs must include a supervised practicum that is developmental in scope and sequence. These are typically completed in 600 hours over the course of a full school year. Applicants must then complete two years of successful experience as a school psychologist under the supervision of a cooperating school psychologist and obtain the written recommendation from the school system administration or an approved internship in school psychology under the supervision of a cooperating school psychologist and a written recommendation from the school system administration. Internships are typically full-time, paid positions in the school. Licensure requires demonstration of proficiency in the Wisconsin Pupil Services Standards. Wisconsin school psychologists may also obtain the Nationally Certified School Psychologist (NCSP) certification from NASP.

School Psychology Licensure Program Guidelines

School Psychologists have demonstrated knowledge and skills in:

FOUNDATIONAL SKILLS
    Domain #1: Communication, Collaboration, and Leadership Skills
- School Psychologists have the content knowledge and interpersonal skills necessary to effectively communicate, collaborate, and lead.
- School Psychologists communicate in a supportive, problem-solving fashion using active listening, flexibility, and effective facilitation.
- School Psychologists use empirically supported consultation methodologies to improve learning at the individual, group, and systems levels.
- School Psychologists work effectively as change agents, offering leadership and professional development to staff, schools, districts, and systems.
- School Psychologists understand the organization, development, management and content of collaborative and mutually supportive pupil services programs in schools.

    Domain #2: Competence in All Aspects of Diversity
- School Psychologists recognize when, where, and how issues of diversity are manifest.
- School Psychologists address diversity in service delivery.
- School Psychologists recognize occasions when issues of diversity affect the manner and nature of interactions with other people and organizations and work to address those issues as necessary.

    Domain #3: Technological Competence
- School Psychologists are skilled in using technology and databases in evidence based practice, decision-making, program evaluation, assessment, and progress monitoring.
- School Psychologists help students, parents, and teachers know how and where to access relevant technologies, as well as how to enhance learning with appropriate technologies.

    Domain #4: Legal/Ethical Practice, Public Policy, and Professional Development
- School Psychologists understand and meet all relevant ethical, professional, and legal standards to ensure high quality services and protect the rights of all parties.
- School Psychologists have a knowledge base of the history and foundations of their profession and engage in ongoing professional development.
- School Psychologists support policy development that creates safe and effective learning environments.
- School Psychologists understand regular and special education legal requirements at both the state and federal level, and ensure compliance with these requirements.
- School Psychologists are knowledgeable about relevant research, and directly and indirectly apply research to practices in schools.

PROCESSES

Domain #5: Assessment, Decision-Making, and Accountability

- School Psychologists define and use a wide variety of effective assessment and evaluation methods at the individual, group, and system levels.
- School Psychologists gather, analyze, and utilize data that aid in understanding strengths and needs, in choosing interventions, and in assessing outcomes as part of a decision-making process.
- School Psychologists understand and use research, research methods, statistical analyses, and program evaluation techniques.
- School Psychologists understand the implications and analysis of large-scale assessments, and use those data to help schools meet accountability requirements.
- School Psychologists collect, analyze, and report data to stakeholders relating to the effectiveness of psychological services.

Domain #6: Relationships Among and Between Systems

- School Psychologists understand the influence of home, community, and school systems on student success, and develop evidence-based prevention and intervention programs consistent with this understanding.
- School Psychologists promote safe and nurturing school environments, with positive climates and high expectations for all students.
- School Psychologists perform needs assessment to identify service requirements.

OUTCOMES

Domain #7: Effective Instruction and Development of Cognitive and Academic Skills

- School Psychologists use and support others in the use of evidence-based prevention and intervention programming to develop competencies.
- School Psychologists apply cognitive psychology and learning theory to improve instruction.
- School Psychologists help develop cognitive and academic goals for all students, adjust expectations for individual students, implement alternative methods, and monitor progress.
- School Psychologists assist State and Local Education Agency personnel who design state and local accountability systems.

Domain #8: Wellness, Mental Health and Development of Life Competencies

- School Psychologists use knowledge about human development to design and implement prevention and intervention programs to promote wellness.
- School Psychologists help schools develop behavioral, affective, and adaptive goals for all students.
- School Psychologists are skilled in preparing for and responding to a wide variety of crisis situations.
- School Psychologists are skilled mental health practitioners, performing accurate assessment of mental health disorders, implementing empirically-based interventions with individuals and groups, and closely monitoring outcomes.

School Social Workers

School social workers in Wisconsin must have a Masters degree in Social Work from a School of Social Work that is approved by the Department of Public Instruction (DPI). In addition, Schools of Social Work are accredited by the Council of Social Work Education (CSWE). Certification for licensure requires the individual have the endorsement of a DPI-approved program that documents that the individual has demonstrated the necessary proficiency in the Wisconsin Pupil Services Standards and the School Social Work Licensure Program Guidelines. Preparation as a school social worker includes a two-semester, 20 hours/week practicum in schools and an advanced course of study in school social work. This follows a two-semester, 12 hours/week practicum in a community setting, typically working with children and families.

School Social Worker Licensure Program Guidelines

The School Social Worker will demonstrate knowledge of and skill in:
1. Social welfare and educational policy, including:
    - History of education, social work and human services systems
    - Role of policy at local, state and national levels in education and school social work practice
    - Process of policy formation and implementation and its impact on student and family systems, schools, organizations and communities
    - Use of policy practice to analyze, influence and advocate
    - State and federal laws related to school social work practice, such as education, child welfare, mental health and juvenile justice
2. Social work values and ethics, including:
    - Mission of public education
    - Mission of school social work to insure student learning, educational equity and social justice for every student by reducing or eliminating the social, economic, and environmental barriers
    - Demonstration and promotion of the values of the profession as delineated in the NASW Code of Ethics
    - Professional school social work and pupil services standards
    - Ability to use an ethical decision-making model to guide practice
    - Ability to practice as an autonomous social worker in keeping with the values and ethics of the profession
3. Social and economic justice and populations at risk,* including:
    - Understanding risk/resiliency factors for populations at risk*
    - Understanding the dynamics of risk factors for school failure and the strategies to address them
    - Understanding how group membership and various forms of oppression affect access to resources and educational opportunities
    - Strategies to combat discrimination, oppression, institutional racism and economic deprivation
    - Advocacy for non-discriminatory social and economic systems
    - Identification of inequities in access to school and community programs and services for children, youth and families

4. Systematic assessment of individuals, families, schools, and community and their interactions, including:
   - Students' physical, cognitive, social and emotional development and family history
   - Students' learning, behavior and attitudes in different settings, including formal assessment of adaptive skills, functional behavior, and responses to interventions
   - Patterns of achievement and adjustment at critical points in students' growth and development
   - Comprehensive assessment of students suspected of having disabilities related to IEPs and 504 plans
   - Assessment and screening for barriers to learning such as substance abuse, mental illness and trauma
   - Formal and informal policies of the school and other institutional factors that may affect students' behavior and learning
   - Existence, accessibility, and utilization of community resources for students and families
5. Effective prevention and intervention with individuals, families, schools and communities, including:
   - Utilization of a strength-based approach to enhance students' capacities, with special emphasis on students in populations at risk*
   - Design and implementation of practice strategies with persons from diverse backgrounds
   - Partnership with families and others to resolve challenges in the home, school and community
   - Counseling
   - Crisis intervention and other mental health services
   - Casework and case management
   - Group work
   - Classroom instruction
   - Consultation
   - Mediation and conflict resolution
   - Advocacy
   - Development of positive behavioral intervention strategies
   - Development of written plans of service for students, such as IEPs, BIPs, and 504 plans
   - Coordination of student transitions to/from community-based services and schools
   - Curriculum development
   - Program development and management
   - Provision of professional development and community education
   - Collaboration as leaders or members of interdisciplinary teams and community partnerships
   - Community organization, including mobilization of school and community resources

6. Human behavior and social environment, including:
   - Biological, psychological, and sociological variables affecting development, learning and educational achievement
   - Application of theoretical frameworks to understand the interaction among individuals and between individuals and social systems (families, groups, organizations and communities)
7. Diversity, including:
   - Cultural factors in race, gender, ethnicity, sexual orientation and social class and how culture affects individual, family, group, organizational and community behavior
   - Understanding of and affirmation and respect for people from diverse backgrounds and recognition of diversity within and between groups
   - Development of trust, open communication, mutual respect and on-going collaboration with members of diverse populations
   - Ability to take cultural and other diversity factors into account in assessments and interventions
8. Research, including:
   - Qualitative and quantitative methodologies
   - Use of practice literature and empirically-based knowledge in the areas of children, youth, families and schools to:
     - provide high-quality school social work services and educational interventions
     - evaluate programs and services
     - evaluate one's own practice
     - initiate change, and
     - improve practice, policy, and programs

*Populations at risk include, but are not limited to, children with disabilities, school age parents, homeless youth and families, students affected by mental health and AOD issues, GLBTQ students, abused and neglected students, students living in poverty, children of color, adjudicated and incarcerated youth, gifted and talented students, English-language learners, students whose families are in crisis, and other marginalized groups of students.

Ethical Standards

Each of the disciplines of school counseling, school nursing, school psychology, and school social work has adopted professional standards and ethics to guide the conduct of the professionals in each area. Pupil services preparation places a great deal of emphasis upon professional behavior that is consistent with each respective profession's code of ethics. Adherence to these ethical standards is not optional for pupil services professionals. Pupil services professionals certified or licensed through the Wisconsin Department of Regulation and Licensing (DRL) can be disciplined, up to and including loss of certification or licensure, for ethical violations. Ethical standards are designed not only to guide the professional but also to inform the people the professional serves. An outline of each profession's ethical code follows.

- American School Counselor Association (ASCA)
  - Responsibilities to Students
  - Responsibilities to Parents/Guardians
  - Responsibilities to Colleagues and Professional Associates
  - Responsibilities to the School and Community
  - Responsibilities to Self
  - Responsibilities to the Profession
  - Maintenance of Standards

  The complete set of ethical standards for school counselors can be accessed at the American School Counselor Association (ASCA) website at www.schoolcounselor.org.

- National Association of School Nursing (NASN)
  - Client Care
    - Responsibility to promote and preserve student and family autonomy, dignity and rights
    - Responsibility to promote students' and families' quality of life
    - Responsibility to deliver care in a nonjudgmental and nondiscriminatory manner
    - Responsibility to maintain student confidentiality
  - Professional competency
    - Responsibility for competent nursing care
    - Responsibility to align practice with professional practice standards, statutes, regulations and policies
    - Responsibility for knowledge related to scope of nursing practice
    - Responsibility for accountability of actions and judgments
  - Professional responsibilities
    - Responsibility for adherence to professional standards
    - Responsibility for application of research to practice
    - Responsibility to participate and promote nursing research activities
    - Responsibility to assess quality of nursing care

  The complete set of ethical standards for school nurses can be accessed at the National Association of School Nurses (NASN) website at www.nasn.org. Additional ethical guidance can be found at the American Nurses Association (ANA) website (http://nursingworld.org/).

- National Association of School Psychologists (NASP)
  - Professional Competency
  - Professional Relationships and Responsibilities
  - Professional Practices
  - Professional Practices – Private Settings
  - Procedural Guidelines for the Adjudication of Ethical Complaints

  The complete set of ethical standards for school psychologists can be accessed at the National Association of School Psychologists (NASP) website at www.naspweb.org.

- National Association of Social Workers (NASW)
  - Social Workers' Ethical Responsibilities to Clients
  - Social Workers' Ethical Responsibilities to Colleagues
  - Social Workers' Ethical Responsibilities in Practice Settings
  - Social Workers' Ethical Responsibilities as Professionals
  - Social Workers' Ethical Responsibilities to the Social Work Profession
  - Social Workers' Ethical Responsibilities to the Broader Society

  The complete set of ethical standards for school social workers can be accessed at the National Association of Social Workers (NASW) website at www.socialworkers.org. Additional ethical guidance can be found at the School Social Work Association of America (SSWAA) website (www.sswaa.org).

In a rapidly changing society, it is important that pupil services professionals continue to build their knowledge and skills. Section VI describes resources available for that purpose.

Section VI – How do pupil services professionals continue to enhance their knowledge and skills? What kinds of support are available to pupil services professionals and teams?

Upon completion of an approved preparatory educational program, pupil services professionals have acquired a strong base of knowledge in their respective disciplines. However, ongoing professional development is critical for increasing proficiency in order to implement effective pupil services programs as the knowledge, skill and technology base for each discipline continues to evolve.

For instance, the goals of a pupil services program will change over time in response to the changing needs of students; state and federal requirements; advances in research concerning learning, behavior, social, emotional, and physical development; results of program evaluations; and changes in local district goals. These changes may require staff members to develop new competencies and acquire new knowledge.

Some pupil services functions actually require additional knowledge and skills that go beyond initial pre-service education, e.g., suicide risk screening. Each of the professions has its own code of ethics that requires the members of each respective profession to provide services that are within their areas of professional competence.

The need for pupil services staff to increase their skills and expertise is also addressed in the licensure requirements. Pupil services professionals are expected to focus their continuing education on improvement in one or more of the seven pupil services standards (see page 23). Wisconsin Administrative Code Chapter PI 34 describes the professional development plan (PDP) requirements for licensure renewal for pupil services professionals. More information on PDPs is available at www.dpi.wi.gov/tepdl/pdp.html.

Many pupil services professionals have additional licensures and certifications (other than what is required to work as a pupil services professional in Wisconsin schools) through the Department of Regulation and Licensing (DRL) that enhance their ability to provide services to students and families. More information on DRL certification and licensure is available at http://drl.wi.gov/index.asp.

To assist pupil services staff in meeting their professional development needs, the following professional organizations are some of those that offer ongoing learning opportunities.

Pupil Services
- Wisconsin Council of Administrators of Special Services (WCASS) www.wcass.org
- Department of Public Instruction www.dpi.wi.gov/sspw/pstrainings.html, www.dpi.wi.gov/sped/hmresources.html, http://dpi.wi.gov/sped/falleader.html

School Counselors
- Wisconsin School Counselor Association (WSCA) www.wscaweb.com
- Wisconsin Counseling Association (WCA) http://www.wicounseling.org/
- American School Counselor Association (ASCA) www.schoolcounselor.org
- American Counseling Association (ACA) http://www.counseling.org/

School Nurses
- Wisconsin Association of School Nurses (WASN) http://www.wischoolnurses.org
- Wisconsin Nurses Association (WNA) http://www.wisconsinnurses.org/
- Wisconsin Association of Pediatric Nurse Practitioners (WAPNAP) http://community.napnap.org/wisconsinchapter/home/
- National Association of School Nurses (NASN) www.nasn.org
- American School Health Association (ASHA) http://www.ashaweb.org/
- National Association of Pediatric Nurse Practitioners (NAPNP) http://www.napnap.org/index.aspx
- American Nurses Association (ANA) http://nursingworld.org/

School Psychologists
- Wisconsin School Psychologist Association (WSPA) www.wspaweb.org/index.aspx
- National Association of School Psychologists (NASP) www.nasponline.org

School Social Workers
- Wisconsin School Social Worker Association (WSSWA) www.wsswa.org
- Midwest School Social Work Council (MSSWC) http://midwestssw.org/
- School Social Work Association of America (SSWAA) www.sswaa.org
- National Association of Social Workers – Wisconsin (NASW-WI) www.naswwi.org

Local school districts also provide a variety of professional development opportunities for their staff. While all staff may benefit from certain professional development topics, such as bullying prevention or crisis planning, sometimes the focus of these sessions, such as how to teach reading or writing, may be very beneficial to classroom teachers, but not to pupil services professionals. *It is important that pupil services staff be able to participate in relevant learning opportunities to meet their own, unique professional needs.* School districts might consider working with neighboring districts, CESA agencies, the Wisconsin Department of Public Instruction, or pupil services professional organizations for assistance in providing appropriate staff development for all pupil services staff.

Department of Public Instruction, Student Services/Prevention and Wellness Team

The Wisconsin Department of Public Instruction provides experienced consultants to assist school districts in implementing effective pupil services programming to support the learning of students. One consultant works in each of the pupil services disciplines - school counseling, school nursing, school psychology, and school social work - to provide leadership, consultation, technical assistance, and professional development to school districts, Cooperative Educational Service Agencies (CESA), and other agencies on a number of topics related to pupil services programming and current issues.

The pupil services team website www.dpi.wi.gov/sspw/sspwteam.html lists consultant names and contact information along with a home page for each discipline and a complete listing of student services, prevention and wellness programs.

Technical assistance documents and information related to pupil services are available at the following locations on the Department of Public Instruction website:

- http://www.dpi.wi.gov/sspw/tadocs.html
- http://www.dpi.wi.gov/sspw/counsl1.html
- http://www.dpi.wi.gov/sspw/schlnurse.html
- http://www.dpi.wi.gov/sspw/schpsych.html
- http://www.dpi.wi.gov/sspw/socialwork.html

There are a number of state and national educational initiatives that impact the work of pupil services professionals. Section VII highlights some of the current efforts to support the development and learning of all children.

Section VII – How do state and national educational initiatives relate to the work of pupil services professionals?

There are a number of state and national educational initiatives that relate directly to the work of pupil services professionals. A brief summary of some of these areas is included with references for additional information.
- New Wisconsin Promise
- Responsive Education for All Children (REACh)

- Response to Intervention (RtI)
- Wisconsin Standards (e) and (g)
- Wisconsin Covenant
- American Diploma Project Network
- Partnership for 21st Century Skills
- Individuals with Disabilities Education Improvement Act (IDEA)
- Elementary and Secondary Education Act (ESEA), i.e., No Child Left Behind (NCLB)
- Wisconsin Comprehensive School Counseling Program
- Carl Perkins Career and Technical Education Improvement Act
- Social and Emotional Learning
- Developmental Assets
- New Directions for Student Support

The **New Wisconsin Promise** is a Department of Public Instruction commitment to ensuring quality education for every child. Raising the achievement level for all students and closing the achievement gap between economically disadvantaged students, students of color, and their peers is the number one priority of this effort. The New Wisconsin Promise is committed to ensuring that every child graduates with the knowledge and skills necessary for success in the 21st century global society through six major tenets, including "providing effective pupil services, special education, and prevention programs to support learning and development for all students while preventing and reducing barriers to student success."

Responsive Education for All Children (REACh) supports school-communities as they establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience success. REACh provides a framework for the permissive use of 15 percent of IDEA Early Intervening Services funds and for the implementation of the "Response to Intervention" (RtI) process set forth by IDEA 2004.

The **Wisconsin Administrative Code PI 8.01(2) School Standards (e) and (g)** assure educational programming in the areas of guidance and counseling and emergency nursing.

Standard (e) requires that school districts plan and implement a program to provide guidance and counseling services to all pupils enrolled in the district. The program is designed and delivered to meet age and grade level appropriate academic, career, and personal-social child development and learning needs. Consistent with the school district goals for education, the program is to foster lifelong attitudes toward learning and career employment goals, as well as, positive attitude toward self, family, and society.

Standard (g) defines what is necessary in providing emergency nursing services. School districts must develop emergency nursing policies dealing with management of illness, accidental injury and medication administration at all school sponsored events. It

is necessary to secure a relationship with a medical advisor. School districts need to make available emergency pupil information, first aid supplies and appropriate and accessible space for the rendering of emergency nursing services. The school board needs to review and evaluate nursing services annually.

See Appendix A for complete text of Standards (e) and (g).

The **Wisconsin Covenant** provides the opportunity for eighth graders to be recognized as a Covenant Scholar, and assured of a place in a University of Wisconsin system institution, Wisconsin Technical College or Wisconsin private college or university, as well as a financial aid package, based on their family's federally-defined financial need. In exchange for these assurances, students pledge to:
- Graduate from a Wisconsin high school.
- Maintain a B average while in high school.
- Take classes in high school that will prepare them for entrance into higher education and meet or exceed college entrance requirements.
- Demonstrate good citizenship and engage in activities that support their community.
- Apply for state and federal financial aid in a timely manner.
- Apply and do all that is necessary to gain admission to one of the institutions cited above.
  www.wisconsincovenant.wi.gov

Wisconsin has joined the **American Diploma Project Network,** which is a national effort dedicated to making sure every high school graduate is prepared for family-supporting jobs or postsecondary studies. As network members, Wisconsin PK-12 and higher education leaders, along with business leaders, will review state academic standards and proficiency levels to ensure that they are consistent with the knowledge and skills students require for the 21st century. The goals of this network are consistent with other state efforts such as Governor Jim Doyle's Grow Wisconsin Agenda, the Wisconsin Covenant, Superintendent Elizabeth Burmaster's New Wisconsin Promise and the High School Task Force, The Partnership for 21st Century Skills, and the statewide PK-16 Leadership Council.

Wisconsin has also become a member of the **Partnership for 21st Century Skills**, the nation's leading advocacy organization focused on infusing 21st century skills into education. The Partnership emphasizes the importance of preparing students for a workplace that requires such competencies as information and communication technology literacy, critical thinking, communication, collaboration, global awareness and business, economic and civic literacy. This organization brings together the business community, education leaders, and policymakers to help ensure that every child is a successful citizen and worker in the 21st century.

The federal **Individuals with Disabilities Education Improvement Act (IDEA)** rules and regulations address pupil services roles in assisting children with special needs through the definition of "related services" which includes psychological, counseling,

school health, and nursing services, as well as social work services in schools, and parent counseling and training. Each of these services is then described in detail in this law. (Federal Register / Vol. 71, No. 156 / Rules and Regulations) See Appendix H. http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr

Through **No Child Left Behind** (NCLB) of the Elementary and Secondary Education Act (ESEA) federal funding is authorized to initiate or expand elementary or secondary school counseling and mental health services through qualified school counselors, school social workers, and school psychologists. A number of drug and violence prevention activities are also approved for funding. See Appendix G. http://www.ed.gov/admins/lead/account/nclbreference/index.html

The ultimate goal of the **Wisconsin Comprehensive School Counseling Program** is student learning and achievement. The program's design, delivery system, and content focuses on enhancing the ability of all individuals to utilize the educational opportunities available to them, and includes the elements of school counseling curriculum, individual student planning, responsive services and system support.

School counseling programs are an integral part of students' daily educational environments, and the program is designed to produce positive changes in student behavior and student learning. Outcomes include increased academic achievement, improved attendance, social-behavioral skill development, individual planning and family/community involvement. In this regard, school counseling programs are an integral part of the entire educational experience.

The purpose of the school counseling program is to provide and support the delivery of specific skills and information in a proactive, preventive manner to ensure that all students have the opportunity to achieve school success. It also serves to provide intervention and referral services for those students who are experiencing difficulties in their lives, which interfere with their academic achievement. The school counselor serves as the program leader, and collaborates with other pupil services personnel, as well as other school staff in the delivery of services. www.dpi.wi.gov/sspw/counsl1.html

A Resource and Planning Guide is available from the Department of Public Instruction to help school districts transform their current school counseling program into the comprehensive model described above. www.dpi.wi.gov/pubsales/index.html

The purpose of the **Carl Perkins Career and Technical Education Improvement Act** is to develop more fully the academic, career, and technical skills of secondary students who elect to enroll in career and technical education programs. The Perkins Act seeks to establish high expectations for 21st Century students by:
- embracing a global perspective,
- supporting program improvement and advancement,
- closing academic and technical achievement gaps, and
- promoting postsecondary education for all.

One means of assisting students and parents in meeting those expectations is through the development of an Individual Learning Plan. These plans incorporate the sequenced course work and other learning or experiential opportunities a student may have during their school years. This provides a focus for the purpose of learning unique to each individual student. http://www.dpi.wi.gov/cte/index.html

The first national publication on the use of **Social and Emotional Learning (SEL)** in education defined this as a "process through which people begin to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors." (Elias, et al., 1997) The Collaborative for Academic, Social, and Emotional Learning (CASEL) publishes and disseminates information on what works in SEL, and works closely with educational leaders to bridge science and practice by putting research and theory into action in real world settings. CASEL wants young people to:
- Be fully literate, able to benefit from and make use of the power of written and spoken language through a variety of media and technologies;
- Understand mathematics and science at levels that will prepare them for the world of the future and strengthen their ability to think;
- Be effective problem-solvers and recognize the consequences of their actions;
- Take responsibility for their personal health and well-being;
- Develop effective social relationships such as learning how to work in a group and how to understand and relate to others from different cultures and backgrounds;
- Be caring individuals with concern and respect for others;
- Develop good character, make sound moral decisions, and behave in an ethical and responsible manner.

www.casel.org/

Developmental assets or protective factors are those building blocks acquired through school, community, family, and peers that are needed by all children and youth in order for them to thrive. These building blocks have been identified through research efforts or they are grounded in a well-established theoretical model of prevention. They are known to prevent such risk behaviors as alcohol and other drug use, violent acts, early sexual activity, school absenteeism, depression, and suicide. The Search Institute of Minneapolis has been a leader in researching developmental assets and developing surveys and resource materials to assist schools in this area. www.search-institute.org

The Center for Mental Health in Schools at the University of California – Los Angeles hosts and facilitates **The New Directions for Student Support** initiative that was established in 2002. http://smhp.psych.ucla.edu

Schools must implement and sustain a fully integrated system of learning supports into school improvement programs and practices. When a comprehensive range of learning supports are provided in a timely and effective manner, fewer students will require more intensive and expensive services. And, the learning, achievement, and performance of all children and youth will improve in ways that enable them to

become self sufficient and successful members of a community and workforce. (Adelman and Taylor)

Section VIII – What state and federal laws are related to delivery of pupil services?

There are numerous state and federal laws that pupil services professionals need to understand in order to deliver pupil services. A listing of these laws, along with how to access each of them electronically, can be found at http://www.dpi.wi.gov/sspw/sspwstats.html.

Excerpted sections of the Elementary and Secondary Education Act, also known as No Child Left Behind, and the Individuals with Disabilities Education Improvement Act (IDEA) are included in Appendices G and H.

Appendices

A. Standards (e) and (g)

B. Delivery of Pupil Services Self-Assessment Tool

C. Pupil Services Checklist for Task Clarification

D. Pupil Services Checklist for Role Clarification

E. Wisconsin Teacher Standards

F. Wisconsin Administrator Standards

G. Excerpted Sections of the Elementary & Secondary Education Act, No Child Left Behind

H. Excerpted Sections of Related Services of the Individuals with Disabilities Education Improvement (IDEA) Act

I. References

Standards (e) and (g)

PI 8.01(2) School District Standards

(e) Guidance and Counseling services. Each school district board shall provide a program of guidance and counseling services for all pupils, which meets all of the following requirements:
1. The school district shall maintain a school board approved plan for the provision of a program of guidance and counseling services.
2. The program shall be developmentally based and available to every pupil in every grade of the school district.
3. The program shall be:
   a. Systematically planned by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents and community health and human service professionals.
   b. Provided by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents and community health and human service professionals.
4. The program shall provide developmentally appropriate educational, vocational, career, personal and social information to assist pupils in problem solving and in making decisions.
5. The program shall include pupil appraisal, post-secondary planning, referral, research and pupil follow-up activities.

(g) Emergency nursing services. Each school district board shall provide emergency nursing services under a written policy adopted and implemented by the school district board which meets all of the following requirements.
1. The emergency nursing policies shall be developed by a professional nurse or nurses registered in Wisconsin in cooperation with other school district personnel and representatives from community health agencies and services as may be designated by the board.
2. Policies for emergency nursing services shall include protocols for dealing with pupil accidental injury, illness and administration of medication at all school sponsored activities including but not limited to curricular, co-curricular and extra-curricular activities and a method to record each incident of service provided.
3. Arrangements shall be made with a licensed physician to serve as medical advisor for the emergency nursing service.
4. The emergency nursing services shall be available during the regular school day and during all school sponsored activities of pupils.
5. Pupil emergency information cards, equipment, supplies and space for the emergency nursing services shall be appropriate and readily accessible.
6. A review and evaluation by the school board shall be made of the emergency nursing services program at least annually.

Delivery of Pupil Services

This self-assessment tool is designed to help identify different perceived aspects of the pupil services delivery systems utilized within schools. The scales are based upon the Wisconsin Department of Public Instruction Pupil Services Resource and Planning Guide and the Enabling Component Model from the UCLA Center for Mental Health in Schools.

For each item, select the number on the scale that most closely describes the pupil services delivery within your school, with (1) being in complete agreement with the description on the left side and (6) being in complete agreement with the description on the right side.

This instrument can be used to 1) stimulate discussion among pupil services staff members and other school staff regarding perceived areas of agreement and disagreement, and 2) plan changes in your pupil services delivery system in one or more specific areas. This instrument can be re-administered over time to assess perceived changes.

School District	School		Date

Coordination of School Resources

	1	2	3	4	5	6	
A. Pupil services staff work in isolation.	1	2	3	4	5	6	A. Pupil services staff work together.
B. Communication among pupil services staff is limited and informal.	1	2	3	4	5	6	B. Communication among pupil services staff is regular, formally established and supported by administration.
C. Lines of authority are not clear.	1	2	3	4	5	6	C. Lines of authority are clear.
D. Pupil services staff have no common supervisor.	1	2	3	4	5	6	D. Pupil services staff report to a common administrator.
E. Referrals are made to individual pupil services staff members and not coordinated with other pupil services staff.	1	2	3	4	5	6	E. Referrals are made to a building team to determine appropriate pupil services staff and other resource involvement.
F. Teachers refer students and receive suggestions from a pupil services staff member.	1	2	3	4	5	6	F. Teachers are part of a problem-solving process with pupil services staff and administration that focuses on enhancing classroom-based efforts.
G. Teachers perceive pupil services staff roles and capacities as only direct services to students and families.	1	2	3	4	5	6	G. Teachers perceive pupil services staff as having a broad range of helpful skills, e.g., direct services; staff, program and resource development; etc.
H. Pupil services staff have no role in policy development.	1	2	3	4	5	6	H. Pupil services staff are appropriately involved in the development and revision of school policies related to pupil services delivery.

Service Delivery

	1	2	3	4	5	6	
I. Pupil services staff target services only to individual students.	1	2	3	4	5	6	I. Pupil services staff target services to individuals, groups (including classrooms), school buildings, and school-community systems.
J. Pupil services staff provide no services to other staff members.	1	2	3	4	5	6	J. Pupil services staff provide training and in-services within their respective areas of expertise.
K. Pupil services are primarily reactive	1	2	3	4	5	6	K. Pupil services are provided on a

and emphasize intervention.							continuum of prevention and student transitions, early intervention, crisis assistance, and follow-up.
L. Families are involved to the extent required by law.	1	2	3	4	5	6	L. Systematic efforts are made to reach out to and involve families.
M. Pupil services staff provide only direct services to students.	1	2	3	4	5	6	M. Pupil services staff provide direct and indirect services to students, including program & resource development.
N. Assessment, screening and evaluation activities are limited to those required by law.	1	2	3	4	5	6	N. Assessment, screening and evaluation activities cover the range of academics, gifted and talented, mental health, and social-behavioral development.
O. Success depends upon changing the student.	1	2	3	4	5	6	O. Success depends upon helping students to be more successful in the learning environment.
P. No efforts are made to evaluate the impact of pupil services programs.	1	2	3	4	5	6	P. Formative & summative evaluation of pupil services is conducted regularly & the results are shared at least annually with the school board.
School-Community Connections							
Q. Pupil services are separated from services available in greater community.	1	2	3	4	5	6	Q. Pupil services are coordinated with agencies in the greater community in an ongoing, collaborative manner.
R. Pupil services staff and community-based professionals have informal and limited contact.	1	2	3	4	5	6	R. Pupil services staff have formal, ongoing contact with community-based professionals regarding individual students (as appropriate) and system-wide activities.
S. Pupil services staff share only limited information about community-based services with students and families.	1	2	3	4	5	6	S. Pupil services staff have a good understanding of community-based services available and appropriately facilitate referrals for students and families.
T. Once a pupil services staff member refers a student to a community-based agency, the school's role ends.	1	2	3	4	5	6	T. When students are referred to a community-based agency, pupil services staff maintain communication with the community-based professional(s) to ensure support and coordination.

Pupil Services Checklist for Task Clarification

Individual team members complete this form to begin to identify how time is spent. Assigned tasks of pupil services team members fall under eight general categories of pupil services, and team members mark how frequently they engage in these tasks. The list of tasks is designed to be representative of what pupil services professionals do, but is not exhaustive. Teams may want to adapt this questionnaire to better reflect the district's pupil services program. Spaces are provided under each of the eight categories for schools to add additional important tasks not listed below.

Completed by (*check one*)

❐ school counselor	❐ school nurse	❐ administrator
❐ school psychologist	❐ school social worker	

Assigned Task	Frequency				
	Daily	Weekly	Monthly	Less than Monthly	Not At All
Assessment, screening and evaluation					
• evaluating a student for services or accommodations by an IEP or 504 Teams	❐	❐	❐	❐	❐
• screening & physical assessment of children for health concerns	❐	❐	❐	❐	❐
• determining effectiveness of responses by a student to interventions designed to improve functioning	❐	❐	❐	❐	❐
• screening a student in crisis, e.g., suicide risk	❐	❐	❐	❐	❐
• participating in team meetings for individual student evaluations: IEP, 504, BCT, etc.	❐	❐	❐	❐	❐
• screening groups of high-risk students, e.g., depression	❐	❐	❐	❐	❐
•	❐	❐	❐	❐	❐
•	❐	❐	❐	❐	❐
•	❐	❐	❐	❐	❐
Individual and small group student services					
• individual and small group counseling	❐	❐	❐	❐	❐
• related services as part of a student's IEP	❐	❐	❐	❐	❐
• transitional services for students moving from one grade or school to another	❐	❐	❐	❐	❐
• health services	❐	❐	❐	❐	❐
• assistance with referrals to community-based services	❐	❐	❐	❐	❐
• case management	❐	❐	❐	❐	❐
• advising	❐	❐	❐	❐	❐
• advocacy for individual students	❐	❐	❐	❐	❐
• designing & implementing individual student plans, e.g., career, health	❐	❐	❐	❐	❐
• supporting investigations related to complaints of student discrimination of harassment	❐	❐	❐	❐	❐
•	❐	❐	❐	❐	❐
•	❐	❐	❐	❐	❐
•	❐	❐	❐	❐	❐
Home-school collaboration					
• sharing referral information & resources	❐	❐	❐	❐	❐
• providing parent education & support activities	❐	❐	❐	❐	❐
• participating in parent-teacher conferences	❐	❐	❐	❐	❐
• conducting home visits	❐	❐	❐	❐	❐
• recruiting parents to serve on advisory groups	❐	❐	❐	❐	❐
• career planning with students & parents	❐	❐	❐	❐	❐
•	❐	❐	❐	❐	❐
•	❐	❐	❐	❐	❐
•	❐	❐	❐	❐	❐

Classroom instruction

• developmental guidance	❑	❑	❑	❑	❑
• human growth & development	❑	❑	❑	❑	❑
• prevention violence, e.g., child abuse, dating violence, bullying	❑	❑	❑	❑	❑
• prevention of abuse of alcohol & other drugs	❑	❑	❑	❑	❑
• mental health & illness	❑	❑	❑	❑	❑
• suicide prevention	❑	❑	❑	❑	❑
• physical health	❑	❑	❑	❑	❑
•	❑	❑	❑	❑	❑
•	❑	❑	❑	❑	❑
•	❑	❑	❑	❑	❑

Collaboration and partnerships with community-based systems

• serving as a community liaison	❑	❑	❑	❑	❑
• providing community outreach	❑	❑	❑	❑	❑
• managing transitions of students to & from treatment, foster care, and residential settings	❑	❑	❑	❑	❑
• sharing confidential student information with other systems, as allowed by law	❑	❑	❑	❑	❑
• reporting suspected abuse or neglect of children	❑	❑	❑	❑	❑
• networking and communicating with post-secondary schools and military recruiters	❑	❑	❑	❑	❑
• serving on collaborative services teams to provide wrap-around services	❑	❑	❑	❑	❑
• developing referral systems with community-based mental health agencies	❑	❑	❑	❑	❑
•	❑	❑	❑	❑	❑
•	❑	❑	❑	❑	❑
•	❑	❑	❑	❑	❑

Services for staff

• inservice training and other professional development	❑	❑	❑	❑	❑
• individual and small group training	❑	❑	❑	❑	❑
• occupational health and safety services	❑	❑	❑	❑	❑
• employee assistance and wellness programs	❑	❑	❑	❑	❑
• consultation with staff regarding students' academic, health, and social-behavioral challenge	❑	❑	❑	❑	❑
•	❑	❑	❑	❑	❑
•	❑	❑	❑	❑	❑
•	❑	❑	❑	❑	❑

Program and resource development, management and evaluation					
• coordinating school-wide, standardized evaluations, e.g., WKCE, MAP	❏	❏	❏	❏	❏
• grant-writing and management • curriculum writing and revision	❏	❏	❏	❏	❏
• data collection and analysis related to the implementation of a program or use of a particular resource	❏	❏	❏	❏	❏
• evaluating and improving school climate	❏	❏	❏	❏	❏
• monitoring student data, e.g., attendance, achievement, behavior	❏	❏	❏	❏	❏
• school-wide or district-wide needs assessment	❏	❏	❏	❏	❏
• program audits to help the school district meet expectations for student achievement and success	❏	❏	❏	❏	❏
•	❏	❏	❏	❏	❏
•	❏	❏	❏	❏	❏
•	❏	❏	❏	❏	❏
Systems Change and Policy					
• policy development and revision	❏	❏	❏	❏	❏
• advocacy for system change	❏	❏	❏	❏	❏
• research to improve post-secondary outcomes for students	❏	❏	❏	❏	❏
• anticipation of emerging needs that require a systemic response by the school/district	❏	❏	❏	❏	❏
• use of evaluation results to guide recommended changes in policies and programs	❏	❏	❏	❏	❏
•	❏	❏	❏	❏	❏
•	❏	❏	❏	❏	❏
•	❏	❏	❏	❏	❏

Pupil Services Checklist for Role Clarification

After each pupil services professional has completed the Pupil Services Checklist for Task Clarification, the team meets to complete the following checklist as a group. Using the information from the Task Clarification checklists, enter a "P" in the column box if the team member has a primary role, an "S" if a shared role, an "M" if a minimal role, and an "N" if no role. Results can be used to stimulate discussion around reducing gaps and duplications in services.

*School Counselor – SC School Nurse – SN School Psychologist – SP
School Social Worker – SSW Administrator – A

Assigned Task	Team Member*				
	SC	SN	SP	SSW	A
Assessment, screening and evaluation					
• evaluating a student for services or accommodations by an IEP or 504 Team					
• administering a survey to all or selected groups of students					
• screening and physical assessment of children for health concerns					
• determining effectiveness of responses by a student to interventions designed to improve functioning					
• screening a student in crisis, e.g., suicide risk					
• participating in team meetings for individual student evaluations: IEP, 504, BCT, etc.					
• screening groups of high-risk students, e.g., depression					
•					
•					
•					
Individual and small group student services					
• individual and small group counseling					
• related services as part of a student's IEP					
• transitional services for students moving from one grade or school to another					
• health services					
• assistance with referrals to community-based services					
• case management					
• advising					
• advocacy for individual students					
• designing and implementing individual student plans, e.g., career, health					
• supporting investigations related to complains of student discrimination or harassment					
•					
•					
•					

Assigned Task	Team Member*				
	SC	SN	SP	SSW	A
Home-school collaboration					
• sharing referral information and resources					
• providing parent education and support activities					
• participating in parent-teacher conferences					
• conducting home visits					
• recruiting parents to serve on advisory groups					
• career planning with students and parents					
•					
•					
•					
Classroom instruction					
• developmental guidance					
• human growth and development					
• prevention of violence, e.g., child abuse, dating violence, bullying					
• prevention of abuse of alcohol and other drugs					
• mental health and illness					
• suicide prevention					
• physical health					
•					
•					
•					
Collaboration and partnerships with community-based systems					
• serving as a community liaison					
• providing a community outreach					
• managing transitions of students to and from treatment, foster care, and residential settings					
• sharing confidential student information with other systems, as allowed by law					
• reporting suspected abuse or neglect of children					
• networking and communicating with post-secondary schools and military recruiters					
• serving on collaborative services teams to provide wrap-around services					
• developing referral systems with community-based mental health agencies					
•					
•					
•					

Assigned Task	Team Member*				
	SC	SN	SP	SSW	A
Services for staff					
• inservice training and other professional development					
• individual and small group training					
• occupational health and safety services					
• employee assistance and wellness programs					
• consultation with staff regarding students' academic, health, and social-behavioral challenges					
•					
•					
•					
•					
Program and resource development, management and evaluation					
• coordinating school-wide standardized evaluations, e.g., WKCE, MAP					
• grant-writing and management					
• curriculum writing and revision					
• data collection and analysis related to the implementation of a program or use of a particular resource					
• evaluating and implementing school climate					
• monitoring student data, e.g., attendance, achievement, behavior					
• school-wide or district-wide needs assessment					
• program audits to help the school district meet expectations for student achievement and success					
•					
•					
•					
•					
Systems change and policy					
• policy development and revision					
• advocacy for system change					
• research to improve post-secondary outcomes for students					
• anticipation of emerging needs that require a systemic response by the school/district					
• use of evaluation results to guide recommended changes in policies and programs					
•					
•					
•					
•					

Wisconsin Teacher Standards

PI 34.02 Teacher Standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

(2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

(3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

(4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

(5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

(6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

(7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

(8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

(9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

(10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

Wisconsin Administrator Standards

PI 34.03 Administrator standards. To receive a license in a school administrator category under s. PI 34.32, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

(1) The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.

(2) The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

(3) The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

(4) The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

(5) The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

(6) The administrator acts with integrity, fairness, and in an ethical manner.

(7) The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Excerpted Sections of the Elementary and Secondary Education Act, No Child Left Behind

SEC. 4115. AUTHORIZED ACTIVITIES.

(b) LOCAL EDUCATIONAL AGENCY ACTIVITIES

    (2) AUTHORIZED ACTIVITIES - Each local educational agency, or consortium of such agencies, that receives a subgrant under this subpart may use such funds to carry out activities that comply with the principles of effectiveness described in subsection (a), such as the following:

        (E) Drug and violence prevention activities that may include the following:

            (vii) Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers.

            (viii) Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.

            (x) Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.

            (xv) Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment.

Subpart 4 — General Provisions
SEC. 4151. DEFINITIONS.

In this part:

    (9) SCHOOL BASED MENTAL HEALTH SERVICES PROVIDER - The term school based mental health services provider' includes a State licensed or State certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide such services to children and adolescents.

    (10) SCHOOL PERSONNEL - The term school personnel' includes teachers, principals, administrators, counselors, social workers, psychologists, nurses, librarians, and other support staff who are employed by a school or who perform services for the school on a contractual basis.

SEC. 5131. LOCAL USES OF FUNDS.

(a) INNOVATIVE ASSISTANCE PROGRAMS - Funds made available to local educational agencies under section 5112 shall be used for innovative assistance programs, which may include any of the following:

(14) Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.

SEC. 5421. ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS.

(c) USE OF FUNDS -

(1) IN GENERAL - The Secretary is authorized to award grants to local educational agencies to enable the local educational agencies to initiate or expand elementary school or secondary school counseling programs that comply with the requirements of paragraph (2).

(2) REQUIREMENTS - Each program funded under this section shall—

(A) be comprehensive in addressing the counseling and educational needs of all students;

(B) use a developmental, preventive approach to counseling;

(C) increase the range, availability, quantity, and quality of counseling services in the elementary schools and secondary schools of the local educational agency;

(D) expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists;

(E) use innovative approaches to increase children's understanding of peer and family relationships, work and self, decision-making, or academic and career planning, or to improve peer interaction;

(F) provide counseling services in settings that meet the range of student needs;

(G) include in-service training appropriate to the activities funded under this Act for teachers, instructional staff, and appropriate school personnel, including in-service training in appropriate identification and early intervention techniques by school counselors, school social workers, school psychologists, other qualified psychologists, and child and adolescent psychiatrists;

(H) involve parents of participating students in the design, implementation, and evaluation of the counseling program;

(I) involve community groups, social service agencies, or other public or private entities in collaborative efforts to enhance the program and promote school-linked integration of services;

(J) evaluate annually the effectiveness and outcomes of the counseling services and activities assisted under this section;

(K) ensure a team approach to school counseling in the schools served by the local educational agency by working toward ratios recommended by the American School Health Association of one school counselor to 250 students, one school social worker to 800 students, and one school psychologist to 1,000 students; and

(L) ensure that school counselors, school psychologists, other qualified psychologists, school social workers, or child and adolescent psychiatrists paid from funds made available under this section spend a majority of their time counseling students or in other activities directly related to the counseling process.

(e) DEFINITIONS - For the purpose of this section —

(3) the term `school counselor' means an individual who has documented competence in counseling children and adolescents in a school setting and who —

(A) is licensed by the State or certified by an independent professional regulatory authority;

(B) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or

(C) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent;

(4) the term `school psychologist' means an individual who —

(A) has completed a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours are in the school setting;

(B) is licensed or certified in school psychology by the State in which the individual works; or

(C) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board; and

(5) the term `school social worker' means an individual who —

(A) holds a master's degree in social work from a program accredited by the Council on Social Work Education; and

(B)(i) is licensed or certified by the State in which services are provided; or

(ii) in the absence of such State licensure or certification, possesses a national credential or certification as a school social work specialist granted by an independent professional organization.

PART A — DEFINITIONS
SEC. 9101. DEFINITIONS.
Except as otherwise provided, in this Act:

(36) PUPIL SERVICES PERSONNEL; PUPIL SERVICES -

(A) PUPIL SERVICES PERSONNEL - The term pupil services personnel' means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs.

(B) PUPIL SERVICES- The term pupil services' means the services provided by pupil services personnel.

Excerpted Sections of Related Services of the Individuals with Disabilities Education Improvement (IDEA) Act

Federal Register / Vol. 71, No. 156 / Rules and Regulations
§ 300.34 Related services.
(a) *General. Related services* means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.
(c) *Individual related services terms defined.* The terms used in this definition are defined as follows:
(2) *Counseling services* means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.
(10) *Psychological services* includes —
> (i) Administering psychological and educational tests, and other assessment procedures;
> (ii) Interpreting assessment results;
> (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
> (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
> (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and
> (vi) Assisting in developing positive behavioral intervention strategies.

(13) *School health services and school nurse services* means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.
(14) *Social work services in schools* includes —
> (i) Preparing a social or developmental history on a child with a disability;
> (ii) Group and individual counseling with the child and family;
> (iii) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
> (iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
> (v) Assisting in developing positive behavioral intervention strategies.

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