Student Support Team Roles and Resources

School Counselors:

High School:

    Ben Cox   **bcox@nsanpte.org**

    Jon Hafen   **jhafen@nsanpete.org**

    Gracie Hess   **ghess@nsanpete.org**

Middle School:

    Kami Millett   **kmillett@nsanpete.org**

Elementary:

Fairview:	**Paula Tippetts**	**ptippetts@nsanpete.org**
Ftn. Green:	**Chelsea Bailey**	**cbailey@nsanpete.org**
Moroni:	**Chelsea Bailey**	**cbailey@nsanpete.org**
Mt. Pleasant:	**Cami Warby**	**cwarby@nsanpete.org**
Spring City:	**Paula Tippetts**	**ptippetts@nsanpete.org**

School Counselor Responsibilities… How can I help students, staff, parents, and community?

- Programs: Utah K-12 Comprehensive School Counseling Program (K-12), WhyTry (K-12), Resiliency for Youth (K-6), Mindful Schools (K-6), Second Step Bully Prevention and Tier 1 (K-6), Character Strong Tier 2&3 (K-12), School Links (7-12), Multi-tiered Systems of Support (MTSS) (K-12), Trust-based Relational Intervention (K-12)
- Lessons: College and Career Awareness (K-12), SEL (K-8), Bully Prevention (K-12), Mental Health Awareness (K-12), CTE (7-12),, 7 Habits (K-8).
- Outreach: SEL Nights, Counselor's Corner Newsletter/School Website, North Sanpete Coalition
- Staff: Kami Millett , Chelsea Bailey , Paula Tippetts , Cami Warby, Ben Cox, Jon Hafen , Gracie Hess
- What we do:
  - ☐ Tier 1 Weekly Classroom Lessons (K-6)
  - ☐ Tier 1 Classroom Lessons (7-8)
  - ☐ Tier 2 and Tier 3 Interventions
  - ☐ Faculty/Staff Support/Training
  - ☐ Members of the Student Support Team
  - ☐ Parent/Community Outreach
  - ☐ Systems Support

Social Workers:

All schools: **Cindy Lund**   **clund@nsanpete.org**
                          Hunter Atkinson   **hatkinson@nsanpete.org**

Social Worker Responsibilities….How can I help students, staff, parents, and the community?

- Programs:
    - TBRI
    - DBT
    - Mental Health Coordinator
    - Needs Assessments
- Lessons:
    - Suicide prevention trainings
    - Skills-based interventions
- Outreach:
    - Community resource coordination
    - Student Support Team participant
    - Home visits/needs assessment
    - Absenteeism/Truancy intervention
    - McKinney-Vento related services referrals/supports
    - Outside services point of contact/wraparound
    - Provide small group and 1-1 interventions and skills practice
    - Crisis intervention support
    - Individual Therapeutic Support
- Staff: Cindy Lund, Hunter Atkinson

School Nurse:

All Schools: **Shauna Rawlinson**   **srawlinson@nsanpete.org**
                       Mindy Brothersen   **mbrotherson@nsanpete.org**

School Nurse Responsibilities…How can I help students, staff, parents, and the community?

- Lessons:
    - Anatomy (heart, brain, eyeball, teeth, hands, hygiene, bones)

- - 5th-grade maturation
    - Staff & 10th grade CPR/AED/First Aid & Stop the Bleed
  - Outreach:
  - Staff: Shauna Rawlinson , Mindy Brothersen
  - Other:
    - Workload Census State Report
    - Immunization State Report
    - Immunization Clinics
    - Vision Clinics
    - Oral screening/clinic
    - First Aid Grants
    - Threat Assessment Team
    - Community Night
    - Work with SRO/BOMB Squad
    - Valentine/Christmas Questions
    - Implementation of OTC Medications

Primary Responsibilities

To strive to advance the well-being of students and staff within the school environment. The school nurse promotes healthcare and safety by handling the daily health issues that arise by providing the following services:

- WE DO NOT DIAGNOSE!!
- Ensure compliance with national and state laws
- Illness and injury assessments
- Identification, assessment, planning, intervention, and evaluation of student health concerns
- Activities and education to promote health
- Chronic disease management and education
- Participation in Individualized Education Plan and Section 504 Plan development for students with health needs that interfere with learning
- Implementing healthcare plans (Individualized Healthcare Plans and Emergency Action Plans) for students with specific health needs that interfere with learning
- Work with the parent/guardian to obtain medication orders and procedure orders
- Pediatric nursing procedures: ventilators, gastrostomy feedings, tracheostomy care, catheterization

- Delegation to lay staff based on students' needs, including supervision and evaluation of the delegatee
- Medication administration
- Monitor student immunization records
- Screening for health factors impacting student education (i.e., vision, oral health)
- Assessment and interventions for students with mental health needs
- Crisis team participation

What Can School Nurses Do to Help You?

Reference: National Association of School Nurses, (2015). Framework for the 21st century school nursing practice ™. Silver Spring, MD: Author.

Delegation Tree
https://heal.utah.gov/wp-content/uploads/2024/05/Delegation-tree-5-6-24.pdf

Professional License
https://adminrules.utah.gov/public/rule/R156-31b/Current%20Rules?

School nurse handbook-
https://heal.utah.gov/wp-content/uploads/2021/07/SN_Manual_2020.pdf

Framework for the 21st Century School Nursing Practice

Based on the Framework for the 21st Century School Nursing Practice, the following are some things a school nurse can do for children in Utah:

- Care Coordination – this involves case management, chronic disease management, direct care, nursing delegation, and student-centered care. The school nurse develops individualized healthcare plans (IHP) and emergency action plans (EAP) for those students with chronic health conditions and ensures the staff in the schools are trained on how to care for those students.

- Leadership – school nurses are advocates for the students and the health of the communities they serve. They should be involved in policy development and implementation at the district and school level. They should participate in interdisciplinary teams, sharing their knowledge on how to address the individual needs of the students.

- Quality Improvement – With the annual School Health Workload Census, the school nurse can see through documentation and data collection what services are provided to students in Utah. This also allows them to see where improvements can be made. Evaluation is an important part of the nursing process and a standard of school nursing practice.

- Community and Public Health – School nurses are often the only healthcare professionals in the school, so they must be knowledgeable on how to expand their focus to the entire school community, not just the students. They should be culturally competent and help their community understand the levels of disease

prevention in order to reduce risks. These include vision, dental, and hearing screenings (in some districts), as well as follow-up activities in the event a problem is detected. School nurses also support healthy food services programs and promote healthy physical education, safe sports policies, and practices.

- Standards of Practice – The school nurse provides the specialized knowledge, skills, decision-making, and standards for school nursing practice. These include clinical competence, clinical guidelines, critical thinking, evidence-based practice, and practice in an ethical way. All of these are guided by the Utah Nurse Practice Act and accompanying rules.

The center of this framework is the student, their families, and the community. By working within the Framework of the 21st Century School Nursing Practice, school nurses can ensure that students are healthy, safe, and ready to learn.

Framework for 21st Century School Nursing Practice™

NASN
National Association of School Nurses

BETTER HEALTH.
BETTER LEARNING.™
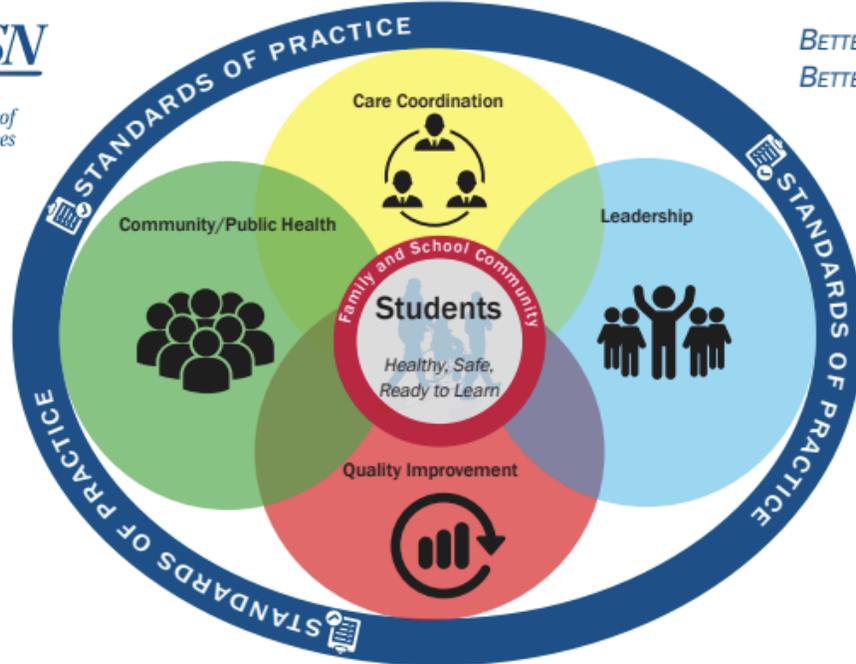
NASN's *Framework for 21st Century School Nursing Practice* (the *Framework*) provides structure and focus for the key principles and components of current day, evidence-based school nursing practice. It is aligned with the Whole School, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ASCD & CDC, 2015). Central to the *Framework* is student-centered nursing care that occurs within the context of the students' family and school community. Surrounding the students, family, and school community are the non-hierarchical, overlapping key principles of *Care Coordination, Leadership, Quality Improvement,* and *Community/ Public Health*. These principles are surrounded by the fifth principle, *Standards of Practice,* which is foundational for evidence-based, clinically competent, quality care. School nurses daily use the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.

Standards of Practice

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

Leadership

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

Quality Improvement

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

Community/ Public Health

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

Care Coordination

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

ASCD & CDC. (2014). *Whole school whole community whole child: A collaborative approach to learning and health.* Retrieved from
http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wscc-a-collaborative-approach.pdf

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School Psychologist:

All Schools: **Kami Walker**   cwalker@nsanpete.org

School Psychologist Responsibilities…How can I help students, staff, parents, and the community?

Domain I: Data-Based Decision-Making and Accountability
School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- Administer and interpret assessments
- FBA/BIP: data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- Progress monitoring
- Program evaluations

Domain II: Consultation and Collaboration
School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.
- Participation in team planning to benefit student outcomes
- Building relationships within schools and families

Domain III: Intervention and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- CBM, CBA
- Academic interventions

Domain IV: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

- Behavioral assessments and intervention documentation (FUBA, BIP)
- Positive Behavior Support
- Social Skills training

Domain V: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
- RTI implementation

Domain VI: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Domain VII: Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Domain VIII: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain IX: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- Program evaluations (e.g., school-wide interventions, comprehensive guidance programs, after school programs) that summarize and identify program outcomes and implications for future practice, using aggregated data if appropriate.

Domain X: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.