

Providers & Personnel for School Mental Health

LEAs and mental health partners are encouraged to consult bargaining agreements and attorneys when addressing employment and staffing issues. Citations to relevant Education Code, state guidance, and state regulations are included below.

There are two general categories of providers or personnel that deliver mental health services to students:

LEA-Employed Staff	Community or Private Providers
<ul style="list-style-type: none"> - Credentialed personnel - Non-credentialed personnel** 	<ul style="list-style-type: none"> - Non-credentialed personnel

*** Note: in many cases, an LEA may be limited in the ability to hire non-credentialed staff to provide pupil personnel services.*

Also included in this resource:

- [Examples of Different Staffing Structures](#)
- [Citations - Regulations, Guidance, and Education Code](#)

Credentialed Personnel¹

The California Commission on Teacher Credentialing (CTC) grants the Pupil Personnel Services (PPS) Credential and the California School Nurse Services Credential. The PPS Credential authorizes the following four specializations:

- School counseling,
- School social work,
- School psychology, and
- School child welfare and attendance services

Specialization	Description of Duties
School Counseling	Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development; advocate for the high academic achievement and social development of all students; provide schoolwide prevention and intervention strategies and counseling services; provide consultation, training, and staff development to teachers and parents regarding students' needs; supervise a district-

¹ Adapted from [A Guide to Increase Mental Health Services for Students](#), June 2018, California Department of Education

Specialization	Description of Duties
	approved advisory program as described in California Education Code (EC) Section 49600
School Social Work	Assess home, school, personal, and community factors that may affect a student's learning; identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention; consult with teachers, administrators, and other school staff regarding social and emotional needs of students; coordinate family, school, and community resources on behalf of students
School Psychology	Provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development and behavioral and academic difficulties; conduct psycho-educational assessment for purposes of identifying special needs; provide psychological counseling for individuals, groups, and families; coordinate intervention strategies for management of individuals and schoolwide crises
Child Welfare and Attendance	Access appropriate services from both public and private providers, including law enforcement and social services; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in schoolwide reform efforts; promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations
School Nurse	Conduct immunization programs pursuant to EC Section 49403, of the California Code of Regulations; assess and evaluate the health and developmental status of pupils; interpret the health and developmental assessment to parents, teachers, administrators, and other professionals directly concerned with the pupil; design and implement individual student health maintenance plans, incorporating plans directed by a physician; refer the pupil and parent or guardian to appropriate community resources for necessary services; maintain communication with parents and all involved community practitioners and agencies to promote needed treatment and secure reports of findings pertinent to educational planning; interpret medical and nursing findings appropriate to the student's individualized education program and make recommendations to professional personnel directly involved; consult with, conduct in-service training for, and serve as a

Specialization	Description of Duties
	resource person to teachers and administrators; develop and implement the health education curriculum; act as a participant in implementing a comprehensive health instruction curriculum for students; counsel and assist pupils and parents in health-related and school adjustment services; teach health-related subjects under the supervision of a classroom teacher

For further information regarding these areas of specialization, please refer to the [Pupil Personnel Services Credential for Individuals Prepared in California](#) leaflet and the [School Nurse Services Credential](#) leaflet.

Non-Credentialed Personnel

Many licensed providers have the training and expertise to provide mental health services to students. However, it can be difficult for LEAs to directly hire non-credentialed staff. Local partners are encouraged to engage bargaining units and consult with lawyers early on to tackle staffing challenges, such as job descriptions, credential requirements, and supervision infrastructure.

If a licensed mental health provider does not have a PPS Credential, *they must be supervised in their school-based activities by an individual holding a PPS Credential* (California Code of Regulations, Title 5 [5 CCR], Section 80049.1, subdivision [c]).

California Board of Behavioral Sciences regulates the licensing and examination of mental health providers including:

- Licensed Clinical Social Workers
- Licensed Marriage and Family Therapists, and
- Licensed Educational Psychologists

Licensed Mental Health Providers	Description of Duties
Licensed Clinical Social Worker (LCSW)	Provide a service in which a special knowledge of social resources, human capabilities, and the part that unconscious motivation plays in determining behavior, is directed at helping people to achieve more adequate, satisfying, and productive social adjustments. The application of social work principles and methods includes, but is not restricted to, counseling and using applied psychotherapy of a nonmedical nature with individuals, families, or groups; providing information and referral services; providing or arranging for the provision of social services; explaining or interpreting the psychosocial aspects in the situations of individuals, families, or groups;

	<p>helping communities to organize, to provide, or to improve social or health services; doing research related to social work; and the use, application, and integration of the coursework and experience required by Sections 4996.2 and 4996.23.</p> <p>Psychotherapy is the use of psychosocial methods within a professional relationship, to assist the person or persons to achieve a better psychosocial adaptation, to acquire greater human realization of psychosocial potential and adaptation, and to modify internal and external conditions which affect individuals, groups, or communities in respect to behavior, emotions, and thinking, in respect to their intrapersonal and interpersonal processes. (CA Business and Professions Code 4996.9)</p>
<p>Licensed Marriage and Family Therapist (LMFT)</p>	<p>Service performed with individuals, couples, or groups wherein interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments. This practice includes relationship and pre marriage counseling. The application of marriage and family therapy principles and methods includes, but is not limited to, the use of applied psychotherapeutic techniques, to enable individuals to mature and grow within marriage and the family, the provision of explanations and interpretations of the psychosexual and psychosocial aspects of relationships, and the use, application, and integration of the coursework and training required by Sections 4980.36, 4980.37, and 4980.41, as applicable. (CA Business and Professions Code 4980.02)</p>
<p>Licensed Educational Psychologists (LEP)</p>	<p>The performance of any of the following professional functions pertaining to academic learning processes or the education system or both:</p> <ul style="list-style-type: none"> (a) Educational evaluation. (b) Diagnosis of psychological disorders related to academic learning processes. (c) Administration of diagnostic tests related to academic learning processes including tests of academic ability, learning patterns, achievement, motivation, and personality factors. (d) Interpretation of diagnostic tests related to academic learning processes including tests of academic ability, learning patterns, achievement, motivation, and personality factors. (e) Providing psychological counseling for individuals, groups, and families.

	<p>(f) Consultation with other educators and parents on issues of social development and behavioral and academic difficulties.</p> <p>(g) Conducting psychoeducational assessments for the purposes of identifying special needs.</p> <p>(h) Developing treatment programs and strategies to address problems of adjustment.</p> <p>(i) Coordinating intervention strategies for management of individual crises.</p> <p>(CA Business and Professions Code 4989.14)</p>
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The BBS also regulates the supervision and scope of practice for Non-Licensed Mental Health Staff, which may perform the duties of their pursued license under the direct supervision of a Licensed Mental Health Provider.

Non-Licensed Mental Health Providers	Supervision Requirements
Associate Social Worker (ASW)	Frequently Asked Questions and Answers Regarding ASW supervision - BBS guide to understanding supervision requirements and scope of practice for ASW
MSW Student Interns	Students in an accredited MSW program may participate in internships that allow them to provide mental health services under the supervision of their school and a Licensed Mental Health provider
Associate Marriage and Family Therapists	Frequently Asked Questions and Answers Regarding AMFT and MFT Trainees - BBS guide to understanding supervision requirements and scope of practice for AMFT and Trainees
MFT Trainees	MFT trainee refers to students while they are in school. They are able to provide mental health services under the supervision of their school and a Licensed Mental Health Provider

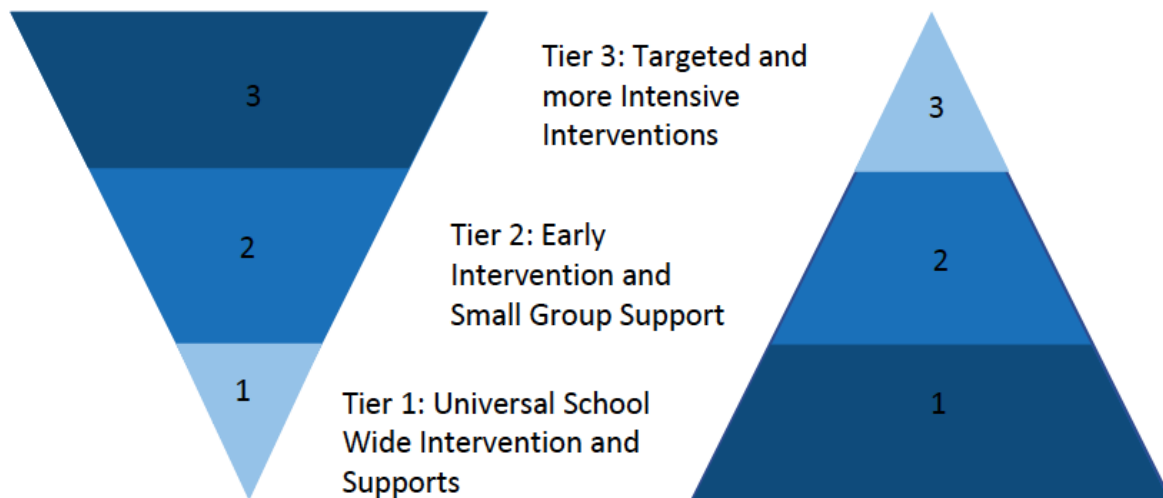
Examples of Different Staffing Structures

There are many different ways to staff school mental health services and programs. A staffing plan should be rooted in an analysis of student needs and resources available in the school and community. Family and student expertise, involvement, and leadership should be prioritized where possible. Below are some *examples* of different ways to leverage staff roles and responsibilities to multi-tiered school mental health services. The pyramids provide examples of how utilizing both credentialed and non-credentialed personnel can enhance the services available to the students and help to alleviate over burdening mental health staff.

The graphic below is adapted from the University of Maryland School Mental Health Guide and is a visual representation of how Credentialed District Personnel and Non-Credentialed Community Partner Personnel can support and complement each other to provide a more comprehensive staffing structure and ensure students mental health needs are met in each of the tiers.

Community Partner (Non-Credentialed)

District (Credentialed)



The following are examples of roles Credentialed and Non-Credentialed Personnel perform in each of the tiers of support.

	Credentialed		Non-Credentialed	
Tier 1 School wide	School Counselor	Meet with every student to provide academic counseling and refer students with higher needs to Tier 2 and 3 Train staff on Social and Emotional Learning Curriculum to be implemented school wide	LCSW or LMFT	Train staff on Social and Emotional Learning Curriculum Train staff and consult with staff on school climate and alternative discipline initiatives such as Restorative Justice and PBIS Provide school wide trainings on mental health awareness, social skill development, and suicide prevention
	Child Welfare & Attendance	Address school policies that inhibit academic performance		
	School Social Worker	Coordinate service providing partners and track referrals to services		
Tier 2 Supports and early intervention identified through needs assessments	School Counselor	Short term counseling Support groups for increasing social and emotional skills	LCSW or LMFT	Provide counseling groups for identified students such as anxiety management, PTSD coping skills Provide classroom trainings on mental health awareness and suicide prevention strategies
	School Psychologist	Groups for students to increase academic skills		
	School Social Worker	Coordinate resources for targeted groups such as food insecure		
Tier 3 Targeted interventions for students with concerns that impact daily functioning	School Psychologist	Psycho-educational assessments to identify special needs Counseling to individual students with special needs	LCSW or LMFT	Provide individual counseling for students with more serious mental health concerns such as depression, anxiety, and PTSD
	School Social Worker	Counseling and case management		

Citations - Regulations, Guidance, and Education Code

Code or Guidance	Description
<p>California Code of Regulations, Title 5 [5 CCR], Section 80049.1</p>	<p>Describes the types of pupil personnel services that credentialed staff (including school counselors, school social workers, and school psychologists) are authorized to perform.</p> <p>Includes the language requiring supervision of community providers: <i>Nothing in this section shall be construed to preclude school districts from utilizing community-based service providers, including volunteers, individuals completing counseling-related internship programs, and state licensed individuals and agencies to assist in providing pupil personnel services, provided that such individuals and agencies are supervised in their school-based activities by an individual holding a pupil personnel services authorization.</i></p>
<p>Education Code 49422 (Title 2, Division 4, Part 27, Chapter 9. Pupil and Personnel Health, Article 2. Employment of Medical Personnel)</p>	<p>Limits the employment of health care professionals who “supervise the health and physical development of pupils unless he or she holds a services credential with a specialization in health or a valid credential.” Specifically mentions school psychologists.</p> <p>Includes language regarding other mental health professionals: <i>This section shall not be construed to affect any lawfully contracted mental health professional licensed pursuant to Division 2 (commencing with Section 500) of the Business and Professions Code from performing services within the scope of his or her employment.</i></p>
<p>CDE Guidance, Requirements for Securing the Services of Mental Health Professionals to Provide Related Services to Special Education Students (2011)</p>	<p>Specific guidance regarding the credentialing and supervision requirements for LEA-employed staff and contracted community-based mental health providers. <i>Only pertains to educationally-related mental health services (i.e. special education).</i></p>