Education Sector

Who is the Education Sector?

The Education Sector includes schools, colleges, universities, and other places where people learn. It also includes teachers, leaders, and staff who support students and families.

Schools help students grow in learning, social skills, and emotions. They are in a strong position to notice mental health or substance use concerns early. ROSCs can work with schools to build support, reduce risks, and help students stay healthy. Together, they can reduce stigma, connect students with help, and support recovery in places where students learn and grow.

How can the Education Sector support recovery?

Schools and colleges can support recovery by making it part of everyday school life. They can create safe and supportive environments for students and families.

To make the biggest impact, schools and ROSCs can:

- **Create supportive school environments:** Set up safe spaces, support groups, and policies that help students feel accepted and reduce stigma.
- **Offer more support services:** Provide access to counselors, social workers, and community partners.
- **Build clear paths to help:** Make it easy for students and families to connect to treatment and support services.
- **Train staff:** Teach teachers and staff about mental health, substance use, and recovery so they can respond with care.
- **Include families:** Share information and resources to help caregivers support their children.
- **Support students returning to school:** Offer flexible plans to help students stay on track after treatment.
- **Lift-up student voices:** Involve students in planning support programs and reducing stigma.

How can ROSCs work with the Education Sector?

- Help schools find early signs of mental health or substance use concerns.
- Connect schools with programs that teach coping skills and healthy choices.
- Use community partnerships to link students and families with support services.
- Help create welcoming, stigma-free school environments.
- Work with families and communities to support students at every stage, from prevention to recovery.

Typical School Governance Structure

Board of Education	Governing Body of the School district Requires majority vote on proposals made by superintendent to pass
Executive Leadership	Superintendent Assistant Superintendents School Business Official Director of Physical Plant Services
District Leadership Team	Superintendent Assistant Superintendents School Business Official Director of Physical Plant Services Principals and Assistant Principals Collective Bargaining Leadership
School Leadership	Principal Assistant Principals o Teaching and Learning, Student/Pupil Services, Operations, Athletics and Activities Department Chair or Division Head o For all major subjects Collective Bargaining Leadership
Direct Service Providers	Classroom Teachers Clinicians o School Counselors, School Social Workers, School Nurse, etc. Instructional Coaches Behavior Coaches o Board Certified Behavior Analyst (BCBA) o Registered Behavior Technician (RBT) Instructional/Behavior Assistants

Schedules and Timelines



- They work based off the school year calendar, typically between the months of August and May/early June of the following year.
- Planning for the new school year (starting in August) usually takes place between the preceding January through March.
- These teams typically only meet once a month.

Communication

- It is helpful to learn the "language" of the education sector.
- Engaging with decision-makers is most effective when you can demonstrate practical, front-line experience.
- Familiarize yourself with the school or district improvement plan, so you can align your work with the goals and objectives of the schools.
- Have someone in your organization with a background in working at or with schools, especially in the leadership capacity. They can help align the work of your organization with the goals of the school.