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# NATIONAL ALLIANCE OF SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL

**IMPLEMENTING THE EVERY STUDENT SUCCEEDS ACT**

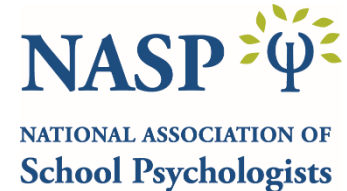


# WHO ARE SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP)?



The term ‘specialized instructional support personnel’ refers to over a million professionals, including school counselors, school nurses, psychologists, school psychologists, social workers and school social workers; occupational and physical therapists; art, dance/movement, and music therapists; and, speech-language pathologists, and audiologists.

# WHO ARE THE NATIONAL ALLIANCE OF SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (NASISP)?



# WE SHARE YOUR GOALS



## SISP:

- Address barriers to educational success
- Ensure positive conditions for learning
- Support student physical and mental wellness
- Help all students achieve academically and become college and career ready and productive citizens

SISP work with teachers, administrators and parents every day to ensure that all students are successful in school. We would like to work with you all to expand that collaboration and reach our mutual goals.

# THE ROLE OF SISP IN ESSA



- The law now uses the term, “specialized instructional support personnel,” defines the term, and includes the term more deliberately and strategically in the law.
- SISP are included to serve as a key resource for State and local decision makers to ensure student success in school.

*“States and local education agencies are charged with conducting **“timely and meaningful consultation with... specialized instructional support personnel.”**”*

# ELEMENTARY & SECONDARY EDUCATION ACT (ESEA)

- The *Every Student Succeeds Act* (ESSA) replaces *No Child Left Behind* <http://www.ed.gov/ESSA>
- Significant federal oversight and discretion is shifted to State and Local Education Agencies (SEAs and LEAs).
- Unintended consequences of NCLB: Over tested and OverSTRESSED with high stakes and punitive measures
- State accountability systems must still include reading/math assessments, but now **must also include at least one “non-academic” indicator**
- State & district report cards must track chronic absence, school climate (bullying/harassment) discipline data

# ESSA TITLE I

## SCHOOLWIDE PROGRAMS

- ❖ **Title I:** Improving Basic Programs Operated by State and Local Educational Agencies
- ❖ “Strategies to improve school conditions for learning”
- ❖ “Allowable use” for counseling and mental health services, MTSS, PBIS, community MH partnerships, mentoring, professional development
- ❖ Part D – “neglected, delinquent, or at-risk”: school-wide plans, prevention and early intervening services

# ESSA TITLE I

## SCHOOLWIDE PROGRAMS

- ❖ Title I Schools identified for **Comprehensive or Targeted Support and Improvement** must conduct a needs assessment
- ❖ Schoolwide programs must be based on comprehensive needs assessment
- ❖ Title I plans and reporting must describe how schools will **address issues of school discipline, suspensions and expulsions, school climate, including bullying, and chronic absence.**
- ❖ Plans must describe “...strategies that the school will be implementing to address school needs...”



# MULTI-TIERED SYSTEMS OF SUPPORT

- Significant opportunity to expand MTSS (including PBIS, RTI etc.)
- Implementation flexibility for states and districts
- Opportunities to improve and expand universal screening methods
  - Increased focus on identification and early intervention for dyslexia and other reading disorders as well as mental and behavioral health concerns
- Coordinated services between programs (Title I, IDEA, early intervening services, and school climate initiatives, within the school and community)

## Academic Systems

### Tier 3/Tertiary Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

### Tier 2/Secondary Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

## Behavioral Systems

### 1-5% Tier 3/Tertiary Interventions

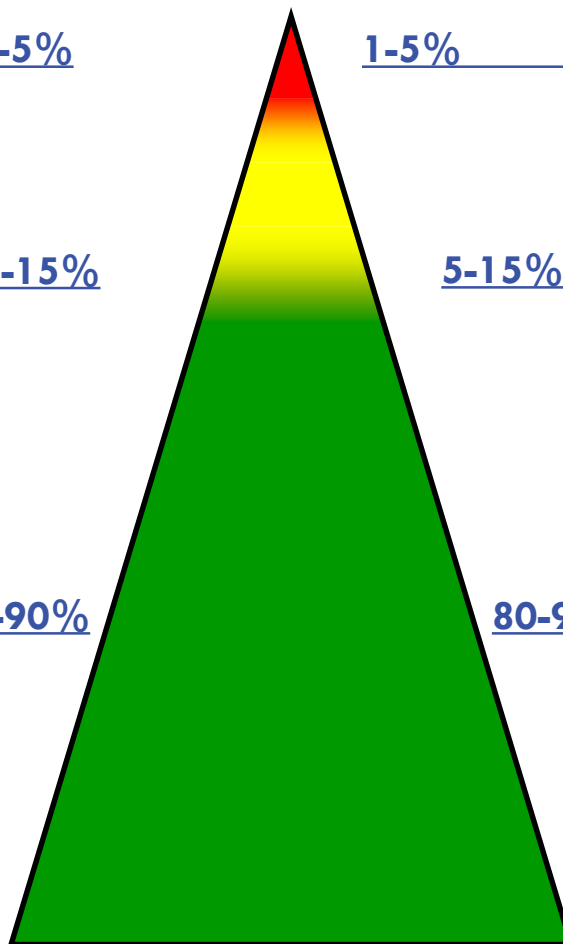
- Individual students
- Assessment-based
- Intense, durable procedures

### 5-15% Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### 80-90% Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



# TITLE IV: 21ST CENTURY SCHOOLS

## Title IV, Part A: Student Support and Academic Enrichment Grants (SSAE)

- Consolidates the number of programs into new block grant; Distributes funds by formula to each state.
- Improve students' academic achievement by “increasing the capacity of states, LEAs, schools, and communities to provide students with **access to a well-rounded education, improve school conditions for student learning, and improve the use of technology.**”
- Requires states to subgrant 95% to LEAs.

# SCHOOL CLIMATE, SAFETY, AND COMPREHENSIVE LEARNING SUPPORTS

Title IV Part A funding: At least 20% of funds must be used for at least one activity to improve overall student wellbeing

- Includes efforts to improve school climate and safety

**School based mental health programs and specialized instructional support services are *allowable as a “school improvement strategy”***

- Trauma-informed practices and mental health first aid
- Positive behavior interventions and supports, social emotional learning, conflict resolution, effective problem solving, and appropriate relationship building
- Job embedded professional development

# TITLE IV STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Schools or districts that receive an allocation **above** \$30,000 must do a needs assessment and spend:



**Well rounded education**

- STEM
- Music
- Art
- Physical Education



**Safe schools**

- Healthy students
- Violence prevention
- School counselors
- Mental health



The remaining 60% of funds can be spent on all 3 priorities, including technology

**Technology\***

- Materials/Prof Dev
- Equipment/Devices
- Digital Content

\*some funding must go towards tech, with a 15% cap on infrastructure

Schools or districts that receive an allocation **below** \$30,000



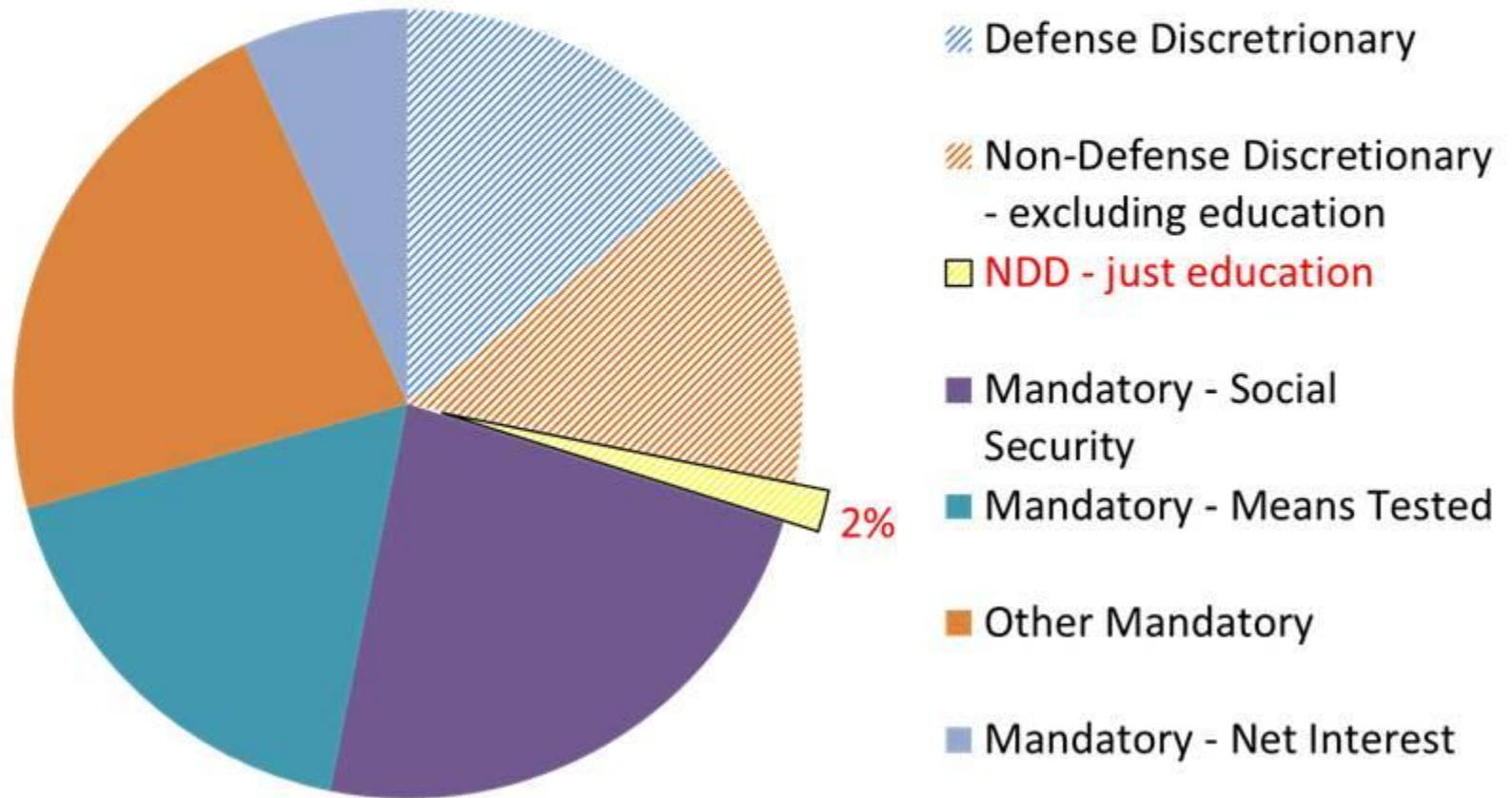
Spend money on activities in at least one of the three categories

# AUTHORIZATION VS APPROPRIATIONS

- **Authorization:** Enacts program into existence; may offer a “proposed” funding level or ceiling.
- **Appropriation:** Annual process to actually fund discretionary programs, 13 appropriation bills
- **Discretionary Spending:** Not Mandatory; Govt functions funded through annual appropriation.
- **NDD** = Non-Defense Discretionary
- **Continuing Resolution:** Stop-gap funding bill to keep government operating past fiscal year deadline of 9/30 (every October).

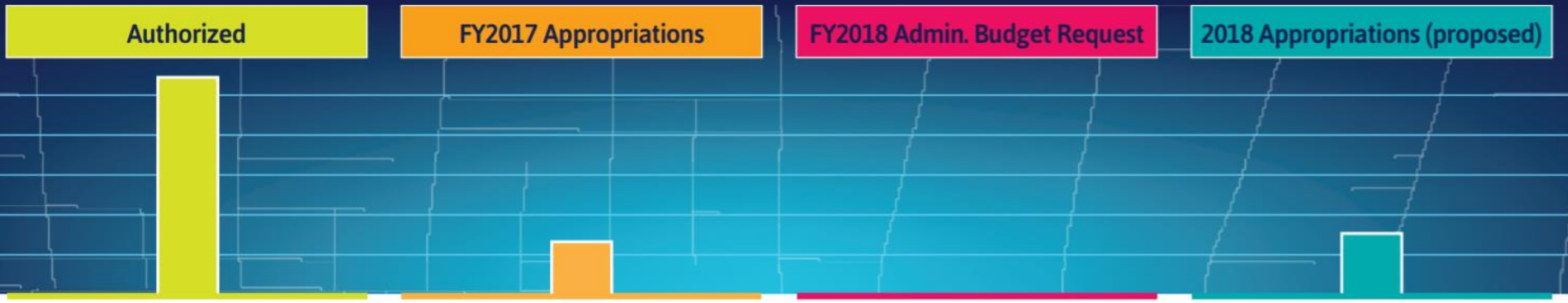
# Education Accounts for Just 2% of All Federal Spending

2017 Outlays by category





# TITLE IV STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS



\$1.6 Billion

\$400 Million

\$0

\$450M & \$500M\*



STATES



If fully funded, every district would receive money to provide students with the programs listed below.

Without adequate funding, many districts will receive very little funds.

 President Trump proposed to eliminate this program in FY 2018.

With this low funding level, many districts will not receive funding.  
\*Senate/House FY18 allocation



# TITLE IV: 21ST CENTURY SCHOOLS

- ❖ Title IV, Part B: 21st Century Community Learning Centers
  - Preserves separate funding stream for afterschool, before school, and summer learning.
  - Includes expanded learning time activities that provide afterschool-like enrichment activities.
  
- ❖ Title IV, Part E: Family Engagement in Educational Programs
  - Authorizes Statewide Family Engagement Centers program to provide states and LEAs with the capacity to support effective implementation and enhancement of family engagement policies and initiatives.

# TITLE IV: 21ST CENTURY SCHOOLS

- ❖ Title IV, Part F: National Activities
  - Authorizes Education Innovation and Research grants, which are similar to current Investing in Innovation program.
  - Authorizes Promise Neighborhoods discretionary grant program.
  - Authorizes **Full Service Community School** discretionary grant program.
  - Authorizes Project School Emergency Response to Violence program.

# COMMUNITY SCHOOLS IN ESSA

## Title I Schoolwide plans

- Reporting/Describing how they will address issues of school discipline, suspensions and expulsions, school climate, and chronic absenteeism;
- Recognizes student needs beyond academics to include health, social and emotional needs
- Mobilizing community partners to address these needs that leads to greater student success.
- Designation of assigned resource coordinator to coordinate partnerships.

## Alignment with Community Schools Strategy

- Schoolwide Programs
- Conditions for Learning, Comprehensive Needs Assessment, and Resource Inequities
- Non-academic indicator(s)
- Inclusion and consultation of community partners

[http://www.communityschools.org//policy\\_advocacy/esea\\_reauthorization.aspx](http://www.communityschools.org//policy_advocacy/esea_reauthorization.aspx)



# COMMUNITY SCHOOLS IN ESSA

## **Nine Elements of Effective School Community Partnerships to Address Student Mental Health, Physical Health, and Overall Wellness**

1. A leadership team comprised of school and community stakeholders
2. Assets and needs assessment to address student health and wellness, and a framework for results.
3. A designated person located at the school to lead the coordination of school–community partnerships.
4. Clear expectations and shared accountability for the school and community partners
5. High-quality health and wellness services that leverage school and community resources
6. Ongoing comprehensive professional development for all school leaders, staff, and community partners.
7. A detailed plan for long-term sustainability.
8. Regular evaluation of effectiveness through a variety of measures.
9. Communication plan to share progress and challenges

[http://www.communityschools.org/resources/coalition\\_resources.aspx](http://www.communityschools.org/resources/coalition_resources.aspx)



# BENEFITS OF SISP TEAM

- SISP are specially trained and acutely attuned to the developmental and learning needs of students with the greatest academic, health, social and behavioral needs.
- Highly equipped to preventively address concerns related to academic enhancement, physical and mental health, and school safety.
- Are familiar with the application of specialized services and interventions, and regularly interact with additional district and state programs and services
- Regularly work as part of a multidisciplinary team to bring a wide range and depth of expertise to meet critical student support needs.
- Coordinate regularly with other state and district agencies and personnel, link to community resources

# PROFESSIONAL DEVELOPMENT



Professional development means activities that: ...

“(xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;”

SISP in the building provide a familiar and integral part of the school staff available for ongoing consultation with classroom teachers and other staff for immediate response during challenging incidents, classroom observation, or training opportunities.

# PROFESSIONAL DEVELOPMENT



- Also included in “Developing and implementing a comprehensive literacy instruction plan”
- “developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners,
- which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;

# ROLE OF SISIP IN SUPPORTING THE WHOLE CHILD



- Support student physical and mental health
- Provide direct and indirect prevention/intervention services to individual students and groups of students
- Promote positive school climate and school safety
  - Culturally responsive, supports all students, creates continuum of support services
- Improve effective discipline policies and practices
- Support bullying and violence prevention efforts
- Remove student barriers to teaching and learning
- Consult with administrators, teachers, and families to support student success



# SISP & WSCC

## WHOLE CHILD, WHOLE SCHOOL, WHOLE COMMUNITY

- Remove student barriers to teaching and learning
- Support student physical and mental health
- Provide direct and indirect prevention/intervention services to individual students, groups of students, and families
- Work as a **multidisciplinary team** to bring a wide range and depth of expertise to meet critical student needs
- Consult with administrators, teachers, and families to support student success
- Coordinate regularly with other state and district agencies, link to community resources
- Promote positive school climate and school safety
  - Culturally responsive, supports all students, creates continuum of support services
  - Improve effective discipline policies and practices
  - Support bullying and violence prevention efforts

# WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

*A collaborative approach to learning and health*



# STUDENT HEALTH



- Vision, Speech, Language and Hearing Screenings
- Immunizations
- Asthma, Diabetes and other Chronic Health Conditions
- Health Promotion and Obesity Prevention
- Severe Food Allergy/Anaphylaxis
- Developmental Delays in Motor Skills
- Suicide Prevention/Crisis Prevention, Intervention and Postvention
- Mental Health
  - Stress, depression, anxiety, trauma, etc.

# SCHOOLWIDE PROGRAMS



## Schoolwide Programs –

- based on a comprehensive needs assessment
- the strategies that the school will be implementing to address school needs, including a description of how such strategies will—
- “(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
- “(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas; ...
- “(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under IDEA

# INCREASE COORDINATION AND BREAK DOWN SILOS



- SISP work with ALL students
- IDEA Students with disabilities, IEP team, services and interventions
- IDEA Early intervening services, preventative academic and behavioral interventions and services prior to designation under “special education”
- Title I students with identified needs, at risk
- Coordinated communication with other agencies and services delivery systems
- Schoolwide programs, Title I and Title IV
- Linkages to community resources and referrals to community services
- Medicaid reimbursement, change in Free Care Rule

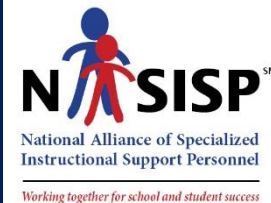
# UPDATED RESEARCH AND BEST PRACTICES FOR SCHOOLS



- Meeting the needs of the “whole child”
- Social Emotional Learning (SEL)
- MTSS and PBIS
- Addressing increased poverty, equity of services
- Supporting positive approaches to discipline
- Trauma-informed practices, addressing crisis response & recovery
- Maximizing community-school partnerships, pooling and coordinating resources

- ***Meaningful and ongoing engagement with SISIP is critical to the successful implementation of ESSA and to improving state's capacity to improve student outcomes using innovative and evidence based methods***

# MULTITIERED SYSTEMS OF SUPPORT (MTSS): EVIDENCE BASED SERVICE DELIVERY SYSTEM



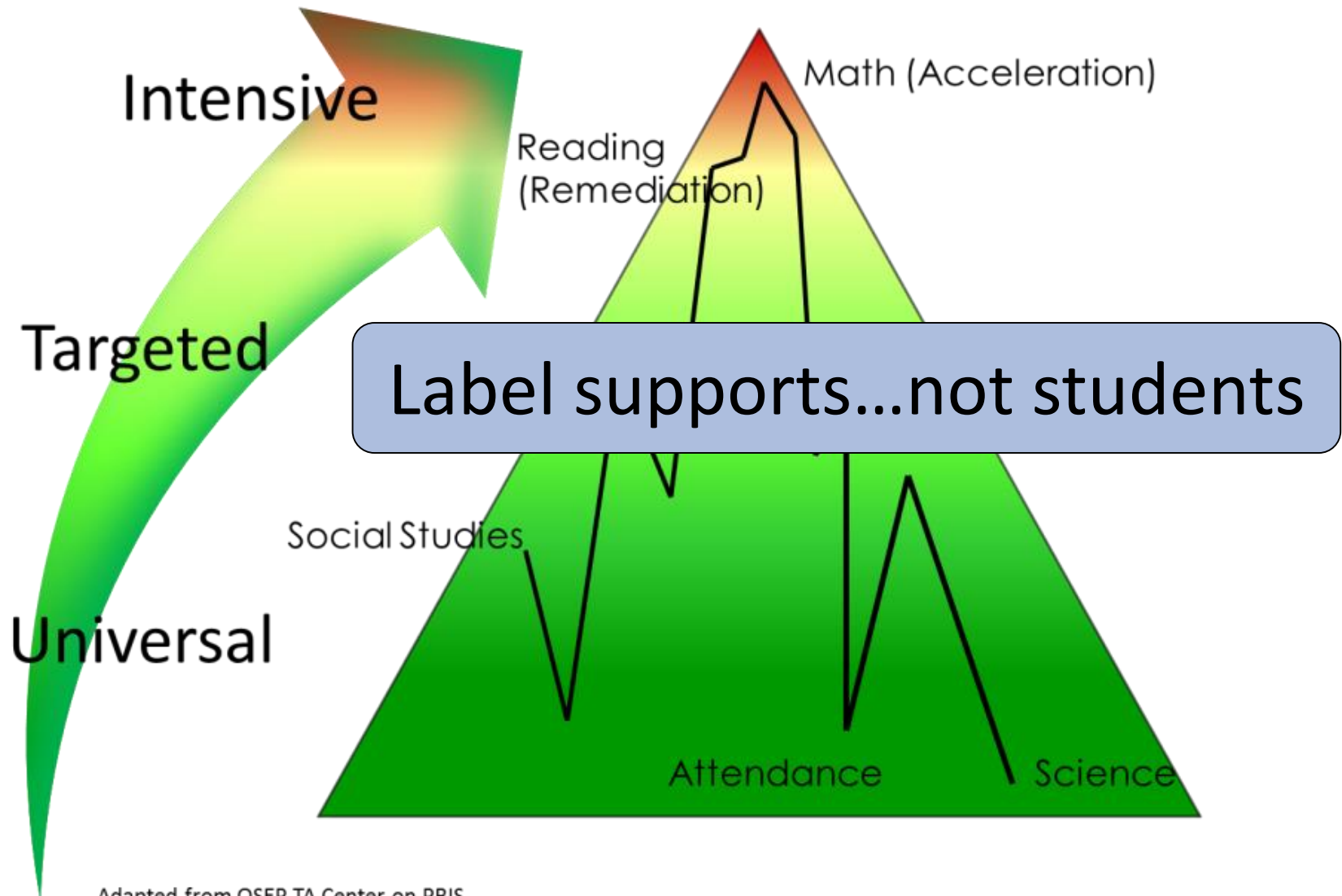


# FEATURES OF MTSS



- Evidence based core curriculum of integrated instruction for *all* students
- Integrated academic and behavioral instruction and intervention of varying intensity
- Interventions are informed by data-based problem-solving and student need...not labels
- Meets the needs of all students

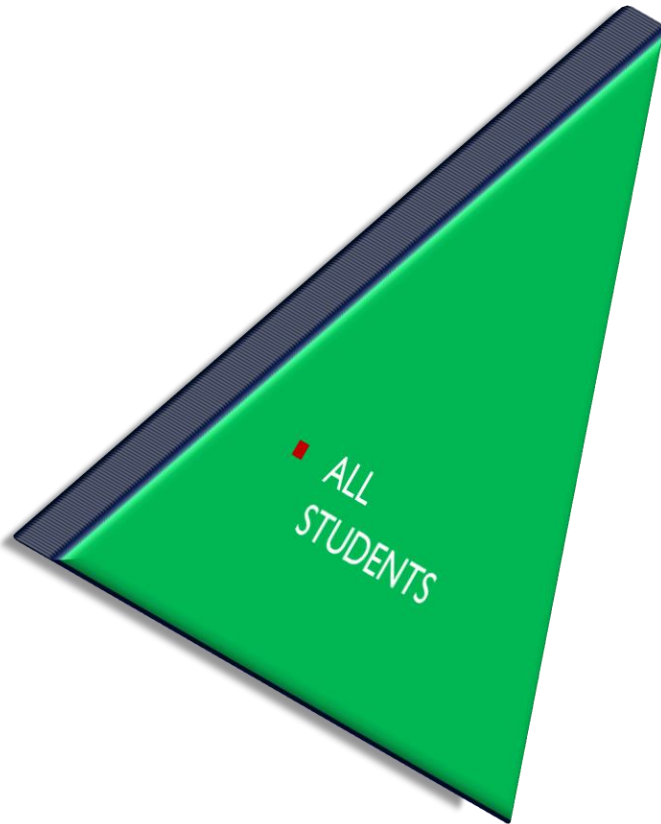
# Layered Continuum of Supports



# SISP AND TIER I: UNIVERSAL SUPPORT



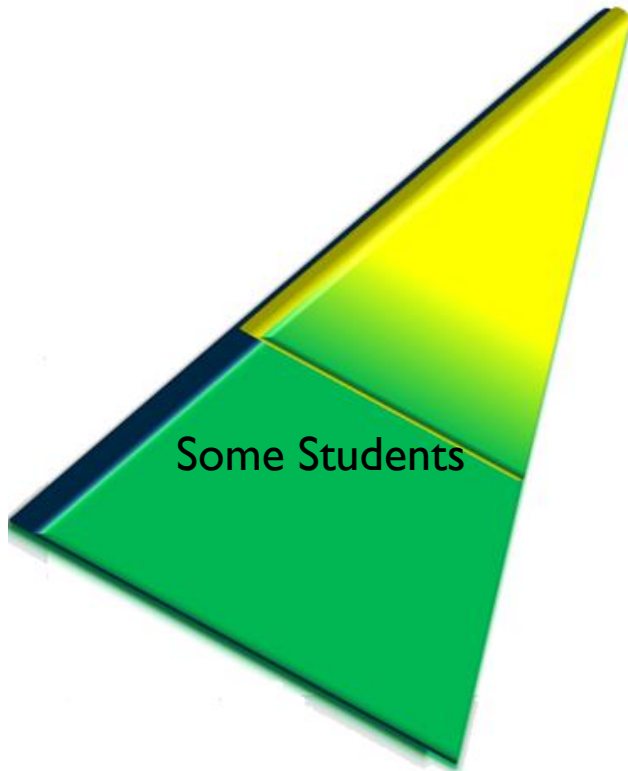
- Vision and Hearing Screenings
- Mental and Behavioral Health Screenings
- Academic Screening
- Wellness Promotion
- Prevention and Early Intervention
- Immunizations
- Positive School Climate
- Schoolwide safety and violence prevention
- Social-emotional learning
- Provide professional development



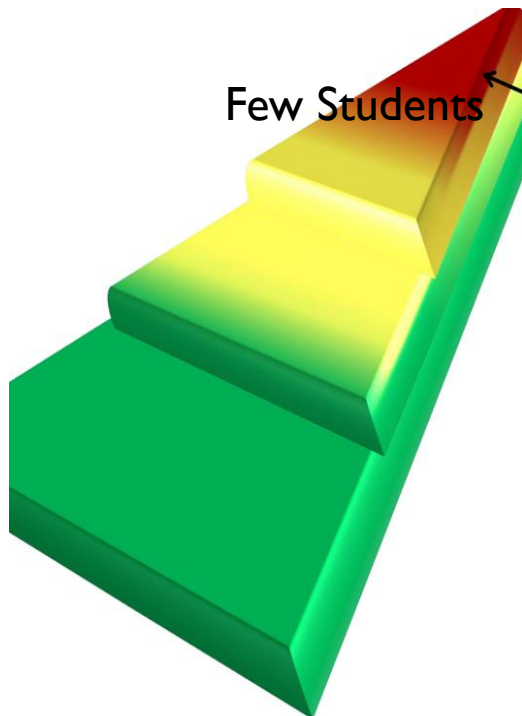
# SISP AND TIER 2 SUPPORTS: TARGETED



- Individual/Group Counseling
- Individual Healthcare Plans
- Behavior Plans
- Targeted consultation with teachers
- Support differentiated literacy instruction
- Intervention development, implementation, and progress monitoring
- Consultation with parents and families
- Facilitate data-based problem solving



# SISP AND TIER 3; INTENSIVE, INDIVIDUALIZED



- Chronic Illness management
- Individual counseling
- Intensive academic interventions
- Individualized speech services
- Transition and mobility services
- Crisis intervention/postvention
- Formal assessments to identify and address individual barriers to learning
- Coordination and collaboration with community services

# SISP EXPERTISE



- Specialized Instructional Support Personnel are practicing in schools **and** our organizations maintain strong ties to scholars and researchers
- This allows our members to implement best practices and work with schools and districts who are piloting new and innovative ways to improve student learning
- Working within a team to address the varied needs of all students, particularly those at-risk

# NEXT STEPS



- NASISP and our member organizations can serve as a resource for the governors, NGA and the State and Local Implementation Network by:
  - Providing consultation regarding evidence based school wide and targeted interventions and other school improvement efforts
  - Connecting you with practitioners and researchers with expertise in specific topics related to effective school improvement
  - Facilitating improved communication among other state agencies, child-serving entities, and with state associations and other coalitions representative of SISP

# SCHOOL-BASED MEDICAID

- Kids = 44% of Medicaid beneficiaries, but only account for about 19% of Medicaid costs.
- \$4-5 Billion goes into schools every year.
  - IEP Services
  - Administrative Claiming
  - Other Medical Services
- Schools reimbursed for services, mostly for students with disabilities, including school mental health services
- Majority of kids with MH needs get services in school



# REVISED CMS “FREE CARE” PROVISION

- ❖ 12/15/2014, CMS to State Medicaid Directors Letter, Notification of change to its guidance on “free care”
- ❖ Schools now may be given the ability to access **Medicaid for medically eligible services provided to any Medicaid eligible student** *as long as all other Medicaid requirements are met.*
- ❖ Changes must be made at the State level, via
- ❖ State Plan Amendment (SPA), submitted to and approved by CMS

**N A M E**

National Alliance for Medicaid in Education, Inc.

# POTENTIAL MEDICAID REIMBURSABLE SERVICES

- Vision, Dental, Mental Health Screenings
- Chronic Disease Management
- Immunizations
- Acute Care Services
- Therapies and Mental Health Services
- Other

**We must -**

- ❖ **Protect CHIP/Medicaid programs for children & families.**
- ❖ **Oppose any efforts to restructure through per capita caps or block grants.**

# ENGAGING AS AN ESSA STAKEHOLDER

- ❖ With increased flexibility and authority at the state and local level, comes with increased responsibility.
- ❖ ***Meaningful and ongoing engagement with SISIP is critical to the successful implementation of ESSA and to improving state's capacity to improve student outcomes using innovative and evidence based methods***
- ❖ Weigh in early, weigh in often, and engage broad group of stakeholders: State legislators, department and agency heads, regional leaders and associations, and community stakeholders.
- ❖ Be assertive about getting involved in developing district plans

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# YOUR ROLE AS AN ADVOCATE

- ❖ To educate staff/policymakers about student needs in your state/district/community and the importance of SISP services.
- ❖ To tell your stories, share state/local data.
- ❖ Remember: They work for YOU  
You are a constituent. You live/work in their district/state and vote
- ❖ YOU are the expert here; offer yourself as a resource
- ❖ MESSAGE and PERSISTENCE

# GETTING TO THE TABLE

- ❖ Federal Level – Target key members, committees

- ❖ State Level

Contact State Department of Education, State Medicaid office, agencies, get involved in the conversations/any taskforces for state plans and the state peer review team

- ❖ District Level

Convene with local allies (traditional & nontraditional), local leaders how you can support reaching new non-academic indicators and how your work connects to accountability plans & academic goals.

- ❖ Offer yourself as a RESOURCE

# INFORM AND BE INFORMED

- ❖ Get educated and talk about what your ESSA state accountability plan includes and how the new law will affect your local schools.
  - Speak at staff meetings, to principals, administrators, and with your peers
  - Find out when your PTA/PTO and local school boards are meeting and what they are discussing
  - Are there any local initiatives in the city council or county government
- ❖ Tell elected officials you want to participate and help them make a positive impact on students in the district/state,
- ❖ Ask who they suggest you should speak to/involve

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# FIND AND BUILD ALLIES

- ❖ Identify key local contacts and like-minded organizations
  - Contact and collaborate with other SISP
  - Organize a convening to share information
  - Get and offer support on mutual issues.
  - Show solidarity & share a message
- ❖ Contact your council member, school boards, elected member in the state house and senate, and your governor's office
- ❖ Seek to build School-Community MH Partnerships
- ❖ Youth, Parent and Community Engagement
- ❖ School-Justice Partnerships

# HOW DO SISP CONTRIBUTE?: THE FLORIDA STATE UNIVERSITY MULTIDISCIPLINARY CENTER



- Provides mental and behavioral health services to children from twenty school districts in the Florida Panhandle
- In some schools they assist the in-house school psychologists implement research-based programs and in others they act as the sole mental health service provider





# HOW DO SISP CONTRIBUTE?: THE FLORIDA STATE UNIVERSITY MULTIDISCIPLINARY CENTER



- With a staff of school psychologists, clinical psychologists, a social worker, and a mental health counselor, the center:
  - Conducts assessments in the schools, especially in difficult and complex cases
  - Provides school consultations, which include meeting with teachers, doing observations and helping build intervention plans



# HOW DO SISP CONTRIBUTE?: THE FLORIDA STATE UNIVERSITY MULTIDISCIPLINARY CENTER



## Results:

- Increased achievement for individual children
- Acquisition of alternative teaching strategies and behavior management techniques for teachers
- More sophisticated diagnostic techniques for children



# HOW DO SISP CONTRIBUTE?: BOSTON PUBLIC SCHOOLS BEHAVIORAL HEALTH MODEL



- Developed and lead by school psychologists
- District wide effort (with state support) to provide comprehensive school based mental and behavioral health services using MTSS
  - Includes professional development, consultation, and family involvement
- Network of Partnership among schools, Boston Children's Hospital, University of Massachusetts Boston, and other community agencies
- Multi-disciplinary school based teams supported by community providers: Social workers, psychologists, psychiatrists, etc.



# HOW DO SISP CONTRIBUTE?: BOSTON PUBLIC SCHOOLS BEHAVIORAL HEALTH MODEL



## Results:

- Significant decrease in problem behaviors
- Significant increase in positive behaviors
- Improved school climate
- Improved attendance
- **Significant increases in academic achievement**



# HOW DO SISP CONTRIBUTE?: RENAISSANCE MODEL WAKE COUNTY PUBLIC SCHOOLS, NC



- Comprehensive student support efforts led by: principal, school counselor, school nurse, school psychologist, and school social worker
  - Regular collaboration with teachers, intervention teachers, specialists, special education teachers, and families
- Focus areas: chronic absenteeism, meeting the medical, mental/behavioral, and academic needs of students



# HOW DO SISP CONTRIBUTE?: RENAISSANCE MODEL WAKE COUNTY PUBLIC SCHOOLS, NC



## Results:

- Increased proficiency in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade cohorts in reading
- Increased proficiency in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade cohorts in math



# Reflections Questions?

How can we help you (and each other) to better advocate for school mental health services?

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