

Stronger Together: Advocating for School Mental Health Services

**Advancing School Mental Health Conference
October 19, 2017**

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Agenda

- An overview of federal education programs that ***support the expansion of school health, mental health, and a positive school climate.***
- How can you advocate at the state and local level for more funding and support for these programs and services, including Medicaid funding.
- Who are Specialized Instructional Support Personnel (SISP) and what is NASISP?

(Hint: building partnerships and coalitions helps advocacy!)

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 Over**STRESSED** 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...”

...

ESSA Title I

Schoolwide Programs

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

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)

School-Wide Systems for Student Success: Multi-Tiered System of Support

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

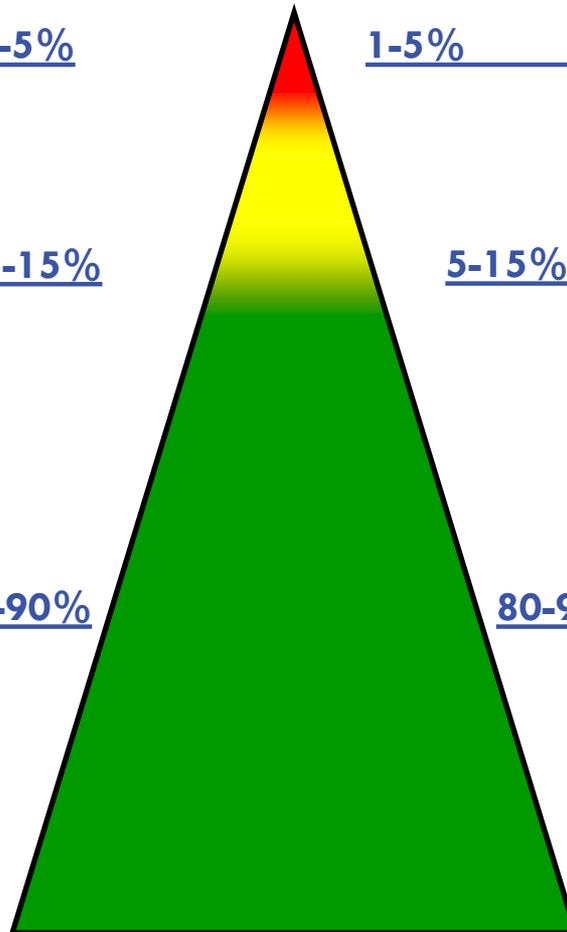
- Individual students
- Assessment-based
- Intense, durable procedures

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



ESSA Title II

Professional Development

❖ **Title II:** Preparing, Training and Recruiting High-Quality Teachers, Principals, or Other School Leaders

❖ 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;”

ESSA Title II

Professional Development

- ❖ “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;”
- ❖ Also included in “Developing and implementing a comprehensive literacy instruction plan”

New Terminology in ESSA: SISP

- ❖ Specialized Instructional Support Personnel (SISP) =
- ❖ “pupil services” in ESEA and “related services” in IDEA
- ❖ “...school counselors, school social workers, school psychologists, & other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, & other necessary services.... as part of a comprehensive program to meet student needs.”
- ❖ *“States and local education agencies are charged with conducting **“timely and meaningful consultation with... specialized instructional support personnel.”**”*

SISP

- ❖ **Specialized Instructional Support Personnel** means
 - "(i) school counselors, school social workers, and school psychologists; and
 - (ii) 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 (20 U.S.C. 1401)) as part of a comprehensive program to meet student needs.*"
- ❖ NASISP clarifies 'specialized instructional support personnel' includes 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.

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.

Title IV: School Counseling and Mental Health

❖ **“School counseling”** is an inclusive term;

“expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified MH professionals...”

❖ **“School-based MH Services Provider”:**

“State licensed/certified school counselor, school psychologist, school social worker, or other State licensed/certified MH professional qualified to provide services to children and adolescents.”

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 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:

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

20%

Well rounded education

STEM

Music

Art

Physical Education

20%

Safe schools

Healthy students

Violence prevention

School counselors

Mental health

60%

Technology*

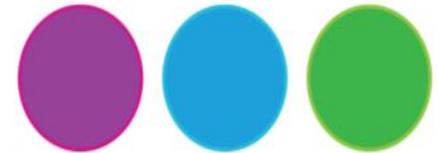
Materials/Prof Dev

Equipment/Devices

Digital Content

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

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



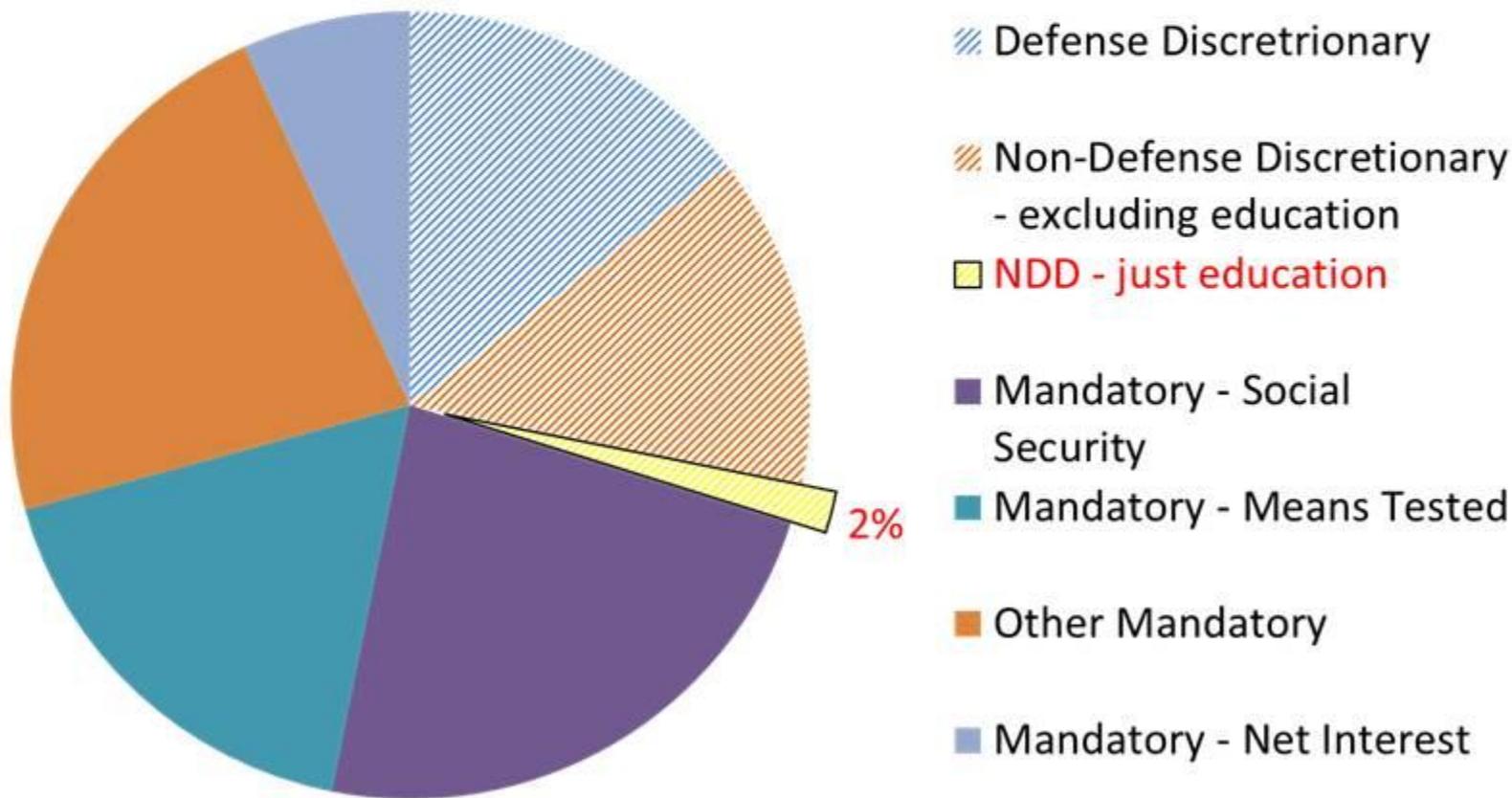
Spend money on activities in at least one of the three categories

Authorization vs Appropriations

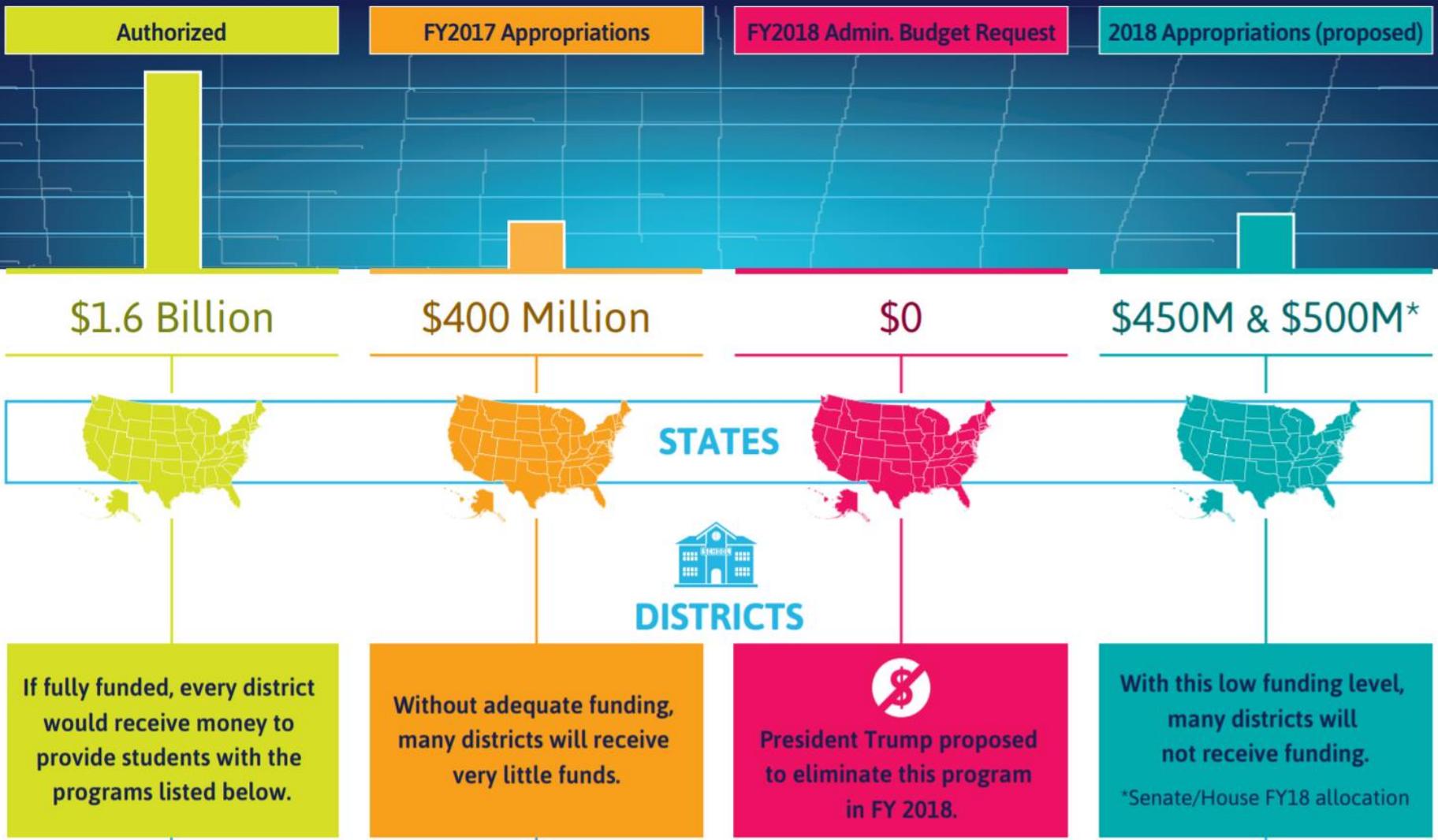
- **Authorization:** Enacts program into existence; may offer a “proposed” funding level or ceiling.
- **Appropriation:** Annual process to actually fund discretionary programs, 13 appropriation bills
- **Discretionary Spending:** Not Mandatory; Govt functions funded through annual appropriation.
- **NDD** = 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



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

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

SAMHSA Grants and School MH

SAMHSA's efforts in schools and on college campuses include:

- National Registry of Evidence-based Programs and Practices
- Now Is The Time, promoting Prevention & Early Intervention;
- Project AWARE grants to LEAs and SEAs;
- Safe Schools/Healthy Schools resources;
- Children's Mental Health Initiative;
- Mental Health First Aid training for school personnel/adults;
- Garrett Lee Smith Campus Suicide Prevention Program; and
- Technical Assistance Centers

<https://www.samhsa.gov/school-campus-health/samhsas-efforts>

<https://blog.samhsa.gov/2017/09/06/back-to-school-with-behavioral-health-supports/>

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

N A M E

National Alliance for Medicaid in Education, Inc.

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.

“Free Care”

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.**

N A M E

National Alliance for Medicaid in Education, Inc.

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

Your Role as an Advocate

- ❖ To educate staff/policymakers about MH needs in your state/district/community and the importance of school MH 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

Find and Build Allies

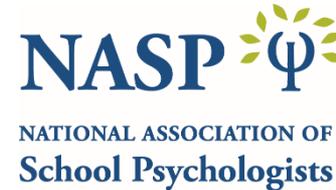
- ❖ Identify key local contacts and like-minded organizations
 - Contact and collaborate with other SISP
 - Organize a convening to share information
 - Get and offer support on mutual issues.
 - Show solidarity & share a message
- ❖ Contact your council member, school boards, elected member in the state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

National Alliance of Specialized Instructional Support Personnel



www.NASISP.org

National Alliance of Specialized Instructional Support Personnel (NASISP)



Benefits of SISP team

- SISP are specially trained and attentive to developmental and learning needs of students with the greatest academic, health, social and behavioral barriers to learning.
- Equipped to preventively address concerns related to academic enhancement, physical and mental health, and school safety;
- Familiar with the application of specialized services and interventions, and regularly interact with additional district and state programs and services;
- Collaborate as part of a multidisciplinary team bringing a wide range and depth of expertise to meet critical student support needs;
- Coordinate regularly w/ state and district agencies & personnel, and link to community resources.

Increase Coordination ~ Breakdown 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

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



Reflections Questions?

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

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www.NASISP.org

