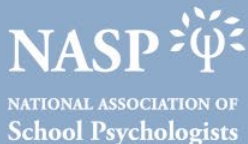




# Building the Foundation for Increased School Mental Health Services: *Policy & Practice*

August 13, 2020, 4:30-5:30pm CST  
NE MTSS Virtual Summit



Stacy Kalamaros Skalski, PhD  
NASP Director of Professional Policy & Practice  
[sskalski@naspweb.org](mailto:sskalski@naspweb.org)

# Topics

- Understanding the Importance of Child Health and Wellness to School Success
- How can public policy increase access to school mental health services?
- What practices improve access to school mental health and wellness services?



# Key Understanding 1: Understand and prioritize children's needs.

*How are children doing on wellness  
indicators?*

*Pre-Covid Trends*



# Kids Count Data Center

- Annie E. Casey Foundation publishes annual the “[Kids Count Data Book](#)”
- The Kids Count Data Center (<https://datacenter.kidscount.org/>) allows you to drill down into the data sets available at the state and local community level.
- Starting in 1990. Annual report examining the trends in children well-being across the US released in July 2020. Last reported data set is 2018. Compares data over the last decade.
- The 2020 data revealed that things were looking up!

# Indicators of Child Well-Being: USA

## 16 Indicators Across 4 Domains



- Economic Well-Being
  - 4/4 improved
- Education
  - 2/4 improved; 2/4 same
- Health
  - 2/4 better; 1/4 worse; 1/4 same
- Family and Community
  - 3/4 better; 1/4 worse

11 out of 16 indicators improved between 2010 and 2018

Reference: 2020 Kids Count Interactive Data Book,  
[https://www.aecf.org/interactive/databook/?](https://www.aecf.org/interactive/databook/)

# Indicators of Child Well-Being: **NE**

## *16 Indicators Across 4 Domains*

Rank 9<sup>th</sup>  
Overall



- Economic Well-Being: **4<sup>th</sup>**
  - 3/4 improved; 1/4 same
- Education: **11<sup>th</sup>**
  - 3/4 improved; 1/4 worse
- Health: **16<sup>th</sup>**
  - 3/4 better; 1/4 worse
- Family and Community: **16<sup>th</sup>**
  - 3/4 better; 1/4 same

12 out of 16 indicators improved between 2010 and 2018

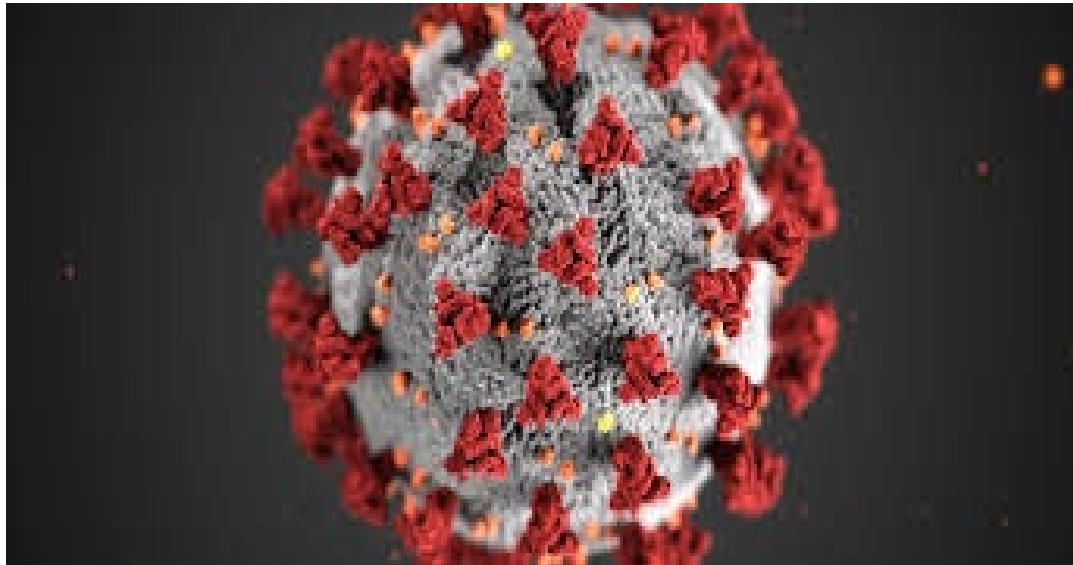
Reference: 2020 Kids Count Interactive Data Book,  
[https://www.aecf.org/interactive/databook/?](https://www.aecf.org/interactive/databook/)



# Unfortunately, Racial Disparities Persist! USA Data

- African American and American Indian children fared worse than the national average on 13 indicators.
- Latino children fared worse than the national average on 14 indicators.
  - African American children were significantly more likely to live in single-parent families and high-poverty neighborhoods.
  - American Indian kids were almost three times as likely to lack health insurance and to live in neighborhoods with more limited resources than the average child.
  - Latino children were the most likely to live with a head of household who lacked a high school diploma and to not be in school when they were young.

# And then COVID-19 happened...







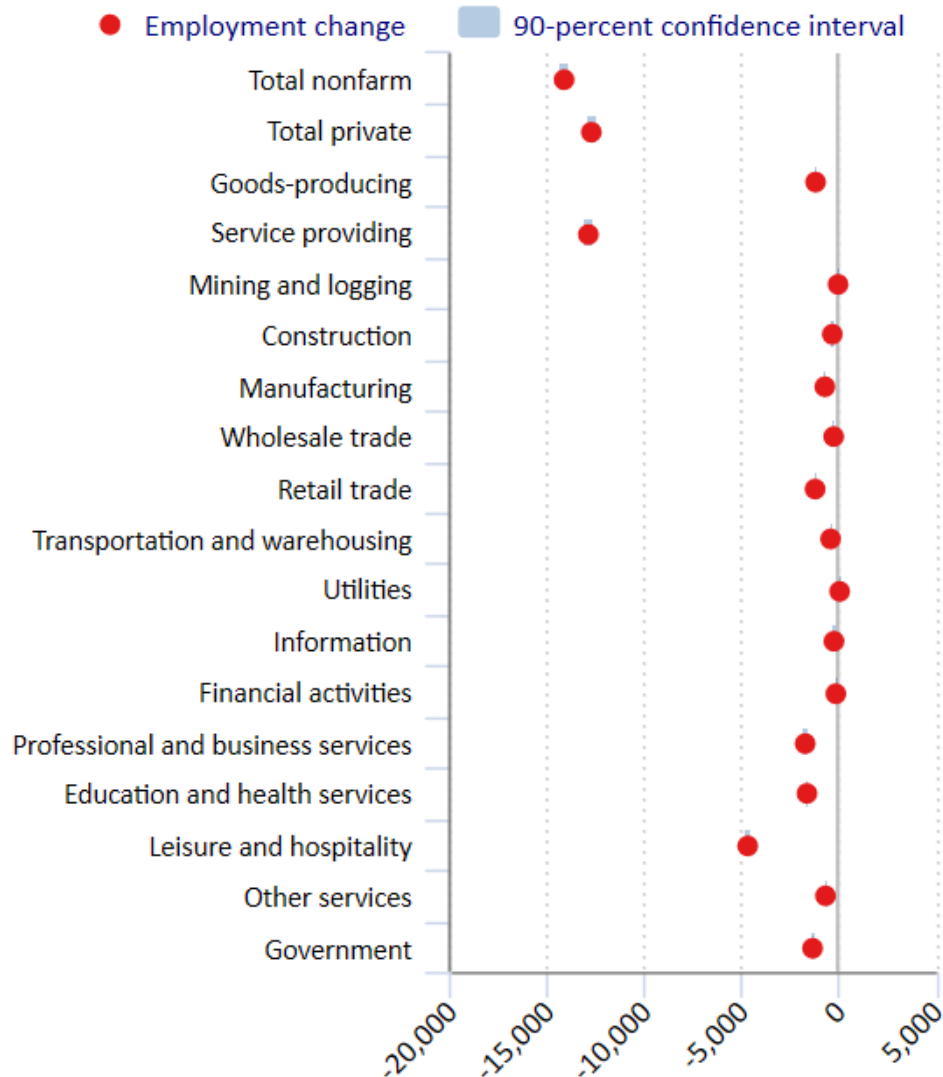
1-month

3-month

**6-month**

12-month

**Employment change by industry with confidence intervals, June 2020, seasonally adjusted, in thousands, 6-month net change**



# Last 6 Months: Employment

**Losses in all sectors**

Most significant:

- Service Industry (-12.9m)
- Leisure and Hospitality (-4.7m)
- Education & Health (-1.6m)
- Professional & Business (-1.7m)

Source: Bureau of Labor Statistics,  
<https://www.bls.gov/ces/>

# Unemployment in NE: 2010-2020



unemployment rate



- **2.9% in January 2020**
- **Reached a high of 8.7% in April 2020**
- **June 2020 reported 6.7%**

Reference:

<https://data.bls.gov/pdq/SurveyOutputServlet>



# Current Reports....

- Increase in mental health related illnesses for children and adults attributable to....
  - Stress
  - Anxiety
  - Depression
  - Suicide/Suicidal Ideation
  - Trauma
  - Domestic Violence
  - Abuse
  - Food and housing insecurity
  - ACES: Adverse Childhood Experiences

# Research: MH Impacts Student Achievement



- Externalizing problems, as opposed to internalizing problems, were the most consistent predictor of later, lower academic achievement even when accounting for shared-risk factors in two large nationally representative samples (Deighton et al., 2017).
- Externalizing behavior problems, specifically attention problems, have also been associated with poor reading development (Hagan-Burke et al., 2011) and mathematics performance (Juechter, Dever, & Kamphaus, 2012).

# Research: MH and Academics are Intertwined



- Studies have also shown that reciprocal effects between mental health and academic achievement may exist. That is, mental health predicts future academic achievement and academic achievement predicts future mental health (Datu & King, 2018).
- There is some evidence that poor academic functioning may also be a predictor for later depressive symptoms. One study, of over 26,000 individuals, found that women were 1.5 times as likely, and men almost 3 times as likely, to have been diagnosed with depression in adulthood if their GPA was in the lowest 25% of participants (Wallin, Koupil, Gustafsson, Zammit, Alleback, & Falkstedt, 2019).
- The cascading effects between mental health and academic functioning can lead to spiraling negative effects. For example, externalizing behaviors predict later academic functioning, but also later social functioning, which both have effects on subsequent externalizing behaviors, as well as academic functioning and social functioning (Defoe, Farrington, & Loeber, 2013; van Lier et al., 2012).

# Research: MH Prevention and Intervention Supports Matter



- A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).
- Children's prosocial skills in kindergarten were predictive of academic achievement 20 years later. Children with higher prosocial skills in kindergarten were approximately 50% more likely to graduate on time and 100% more likely to complete a college degree (Jones, Greenberg, & Crowley, 2015).
- In a review of over 85 studies that contained the measurement of mental health domains and at least one educational outcome (e.g., academic achievement, academic skills, attendance...etc.), mental health treatments delivered in school and non-school settings resulted in positive educational outcomes. A significant association was found between mental health improvements and educational outcomes (Becker, Brandt, Stephan, & Chorpita, 2014).

# These Create Barriers to Learning

- Poverty and Hunger
- Domestic and community violence
- ACEs and Trauma
- Disabilities
- Family Health
- Economic Hardship
- Student & Family Educational Experiences
- Family Transitions
- Illness and injury

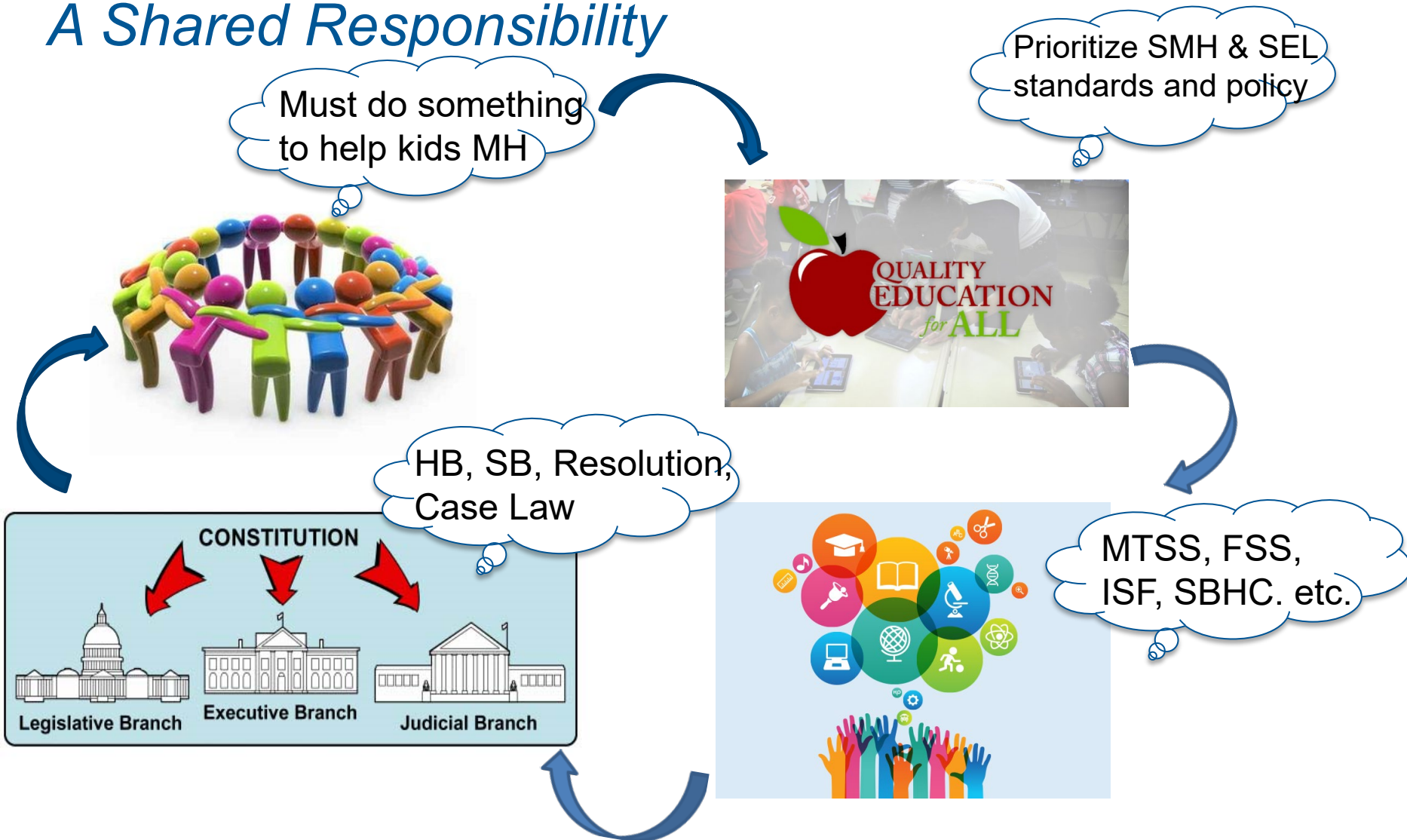




# These Create Barriers to Access


- Shortages of school mental health positions
- Shortages of school mental health professionals
- Access to health care (Physical and MH)
- MH Stigma
- Misunderstandings and ignorance about relationship between MH and Academic Achievement
- Systemic barriers (absence of MTSS, prevention-based problem solving focus, MH is not considered a strategic priority)
- Professional tension and credentialing conflicts between school and community MH
- Funding shortfalls

# Access to School Mental Health: *A Shared Responsibility*



Key Understanding 2:  
Understand the influence and  
importance of public policy.

*How does access to school mental health  
services get onto the public policy agenda?*



# Public Policy Origins

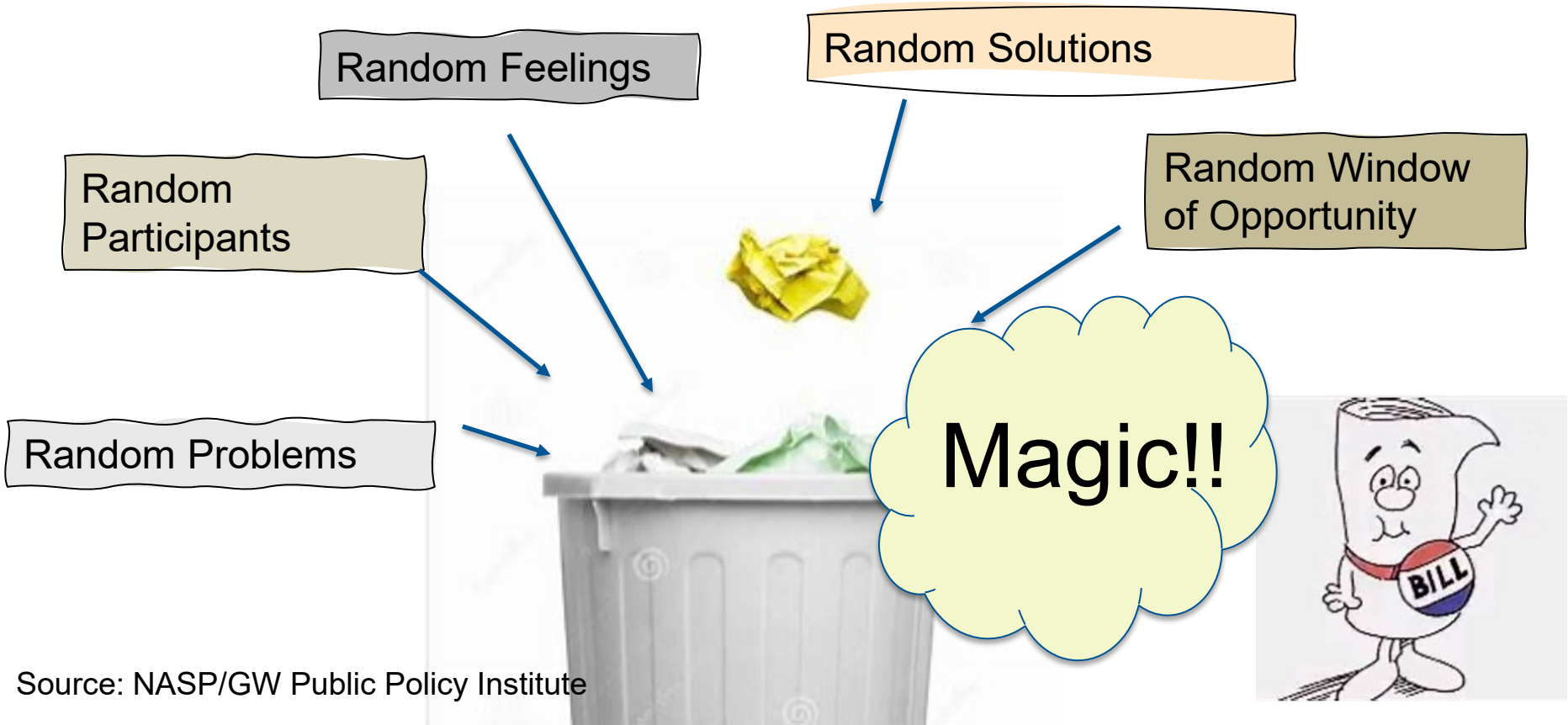
- Garbage Can Theory
- Multiple Streams Model



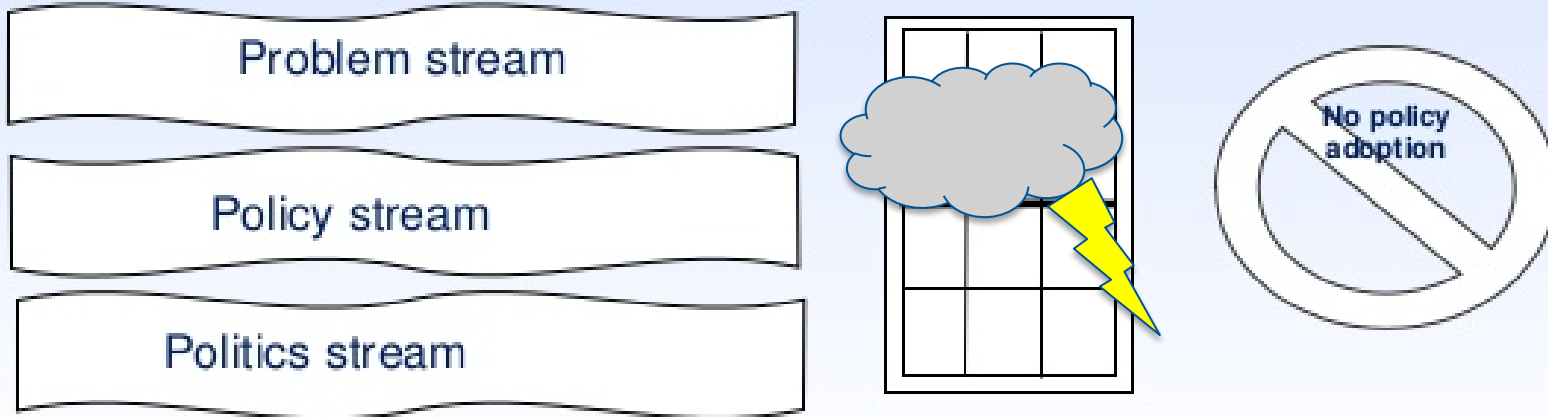
# Garbage Can Theory

Reference: Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. *Administrative Science Quarterly* 17(1): 1-25.

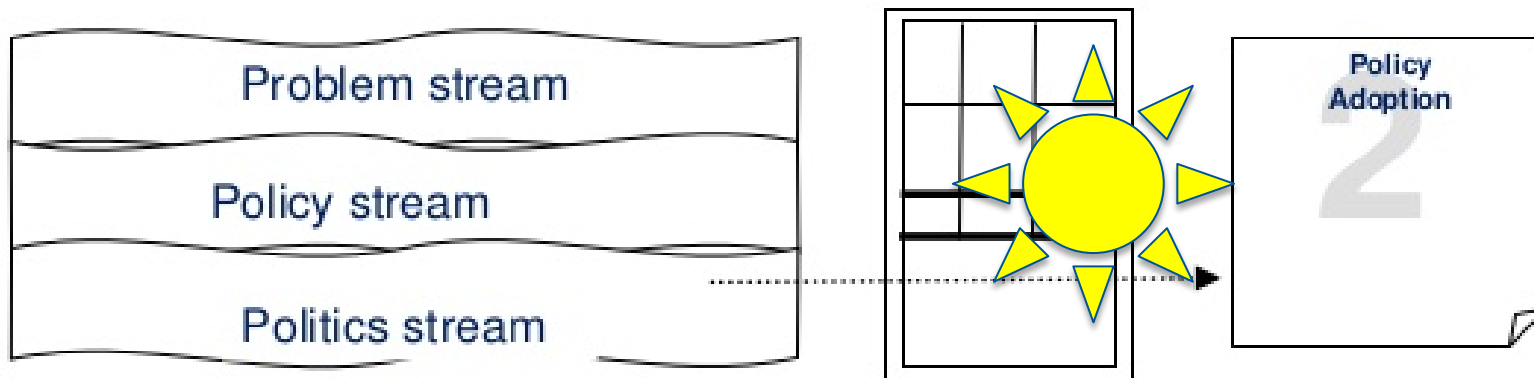
**A chaotic model where a loose collection of ideas are floated until one “magically” fits.**



# Kingdon's Multiple Streams Model

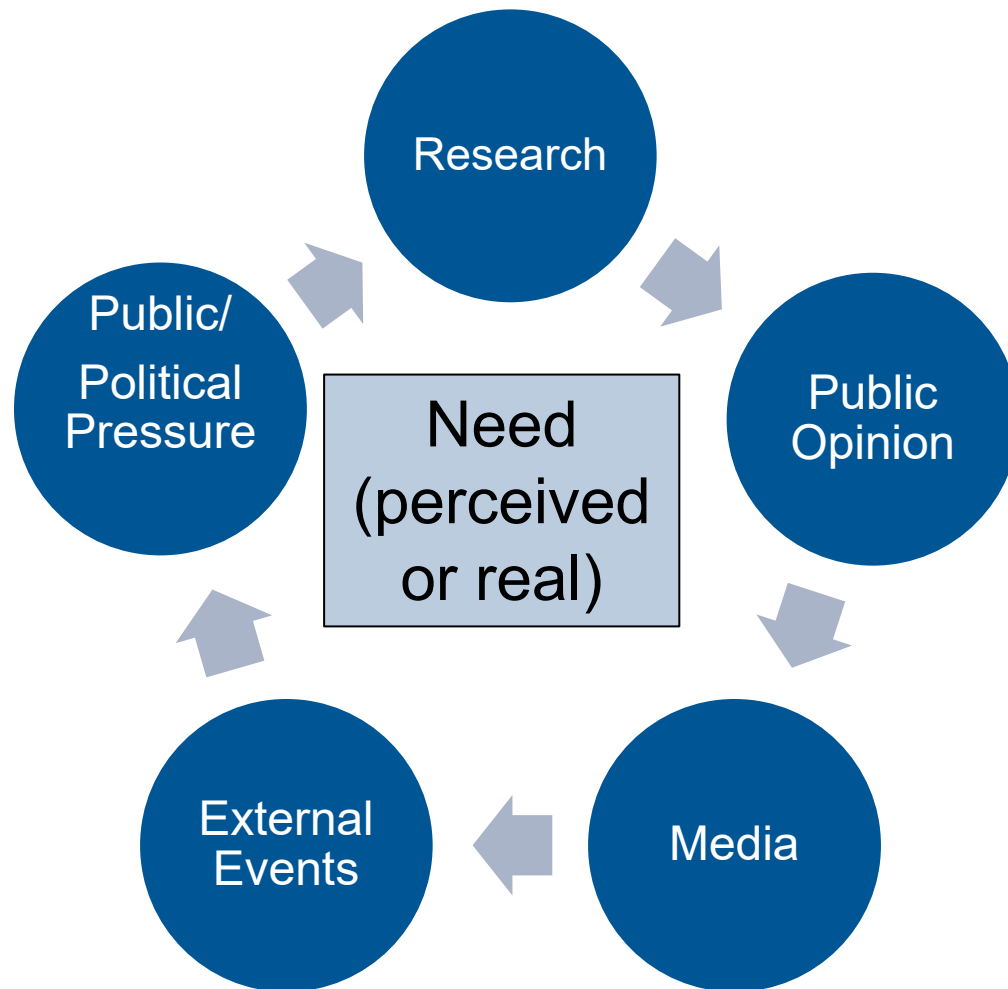


Scenario 1: No Coupling of Streams or Window Closed > Policy Proposal Not Adopted



Scenario 2: Coupling of Streams and Window of Opportunity Open > Policy Proposal Adopted

# What Shapes Public Policy?





# The Impact of Policy Entrepreneurs

- Policy entrepreneurs, people who are willing to invest their resources in pushing their pet proposals or problems, are responsible not only for prompting important people to pay attention, but also for coupling solutions to problems and for coupling both problems and solutions to politics.



# Advocacy is Integral to Policy Development

- Advocacy is the "act of **pleading** or **arguing in favor of** something, such as a cause, idea, or policy." (American Heritage Dictionary, 2003)
- Key issues:
  - **Pleading**
  - **Arguing**
  - **Taking a position for or against**



# Key Components of Effective Advocacy



Source: NASP/GW Public Policy Institute

# The Every Student Succeeds Act (ESSA)

ESSA was influenced by:

- Research
- Public Opinion
- Media
- External Events
- Public/Political Pressure
- Timing/Opportunity

# The Every Student Succeeds Act (ESSA)



- This was the reauthorization of the No Child Left Behind Act, which was a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- This Act directs school districts and state education agencies on what they must do to obtain federal education funding.
- It is full of new opportunities for school psychologists, social workers, and counselors!
- Signed into law by President Obama on Dec. 10, 2015

# Key ESSA Definition: *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."

- Replaces "pupil services personnel"
- Is intended to reflect the similarities between pupil services (as defined in ESEA) and 'related services' as defined by IDEA
- ESSA explicitly references (and in some cases mandates) specialized instructional support personnel and services more than 40 times in policies regarding state and district **school improvement plans; identifying and supporting students most at risk of school failure; improving student literacy; addressing school climate and school safety; supporting the mental and behavioral health of students, among others.**

# Major ESSA Bridges to IDEA

- ESSA Emphasis on Access to School Mental Health
- Focus on Measuring Student Progress
- Multi-tiered Systems of Support and Problem Solving Models—Emphasized as a general education responsibility
- Specialized Instructional Support Providers (References to School Psychology and School Psychologists)
- New awareness of the importance of student engagement and school climate
- Continued attention to subgroups and their progress





# ESSA and SMH Services



- **Assessment and Accountability Systems**

- SEAs and LEAs must engage in meaningful consultation with SISP in designing school improvement
- **Must develop accountability systems that assess both academic progress and another indicator of student growth**
- Measure one other indicator of school success like school climate & safety or student engagement

- **Schools in Need of Improvement**

- Needs assessment, **implement comprehensive learning supports**, address **resource inequity including staffing ratios**
- Targeted support and improvement plans must outline how SISP involved and may use funds for **comprehensive SMH** as a strategy

- **Improving School climate and safety and access to learning supports**

- Must report school climate and safety data
- Remedies are decided by the schools and could include **MTSS**, PBS/PBIS, SMBH, **trauma informed practices, school community partnerships**, professional development

# How Do ESSA State Plans Address Mental Health?

- **Approximately 75%** states mention some aspect of comprehensive school mental and behavioral health in their ESSA state plans
  - Usually in context of existing initiative
- **About 65%** explicitly reference school employed MBH providers (SP, SSW, SC, Nurses)
- **About 45%** mention PD in the context of MBH (e.g., PBIS/MTSS)
- **About 35%** of state plans mention improved access to mental health professionals in the context of equity and school improvement
- **About 20%** states reference mental and behavioral health as a possible school improvement strategy
  - Most plans are district led



# Allowable Use of Funds for SMH: *Types*

- Professional development
- Direct services to students
- Salaries for personnel



# Access to School Mental Health

## **Current Conversation influenced by:**

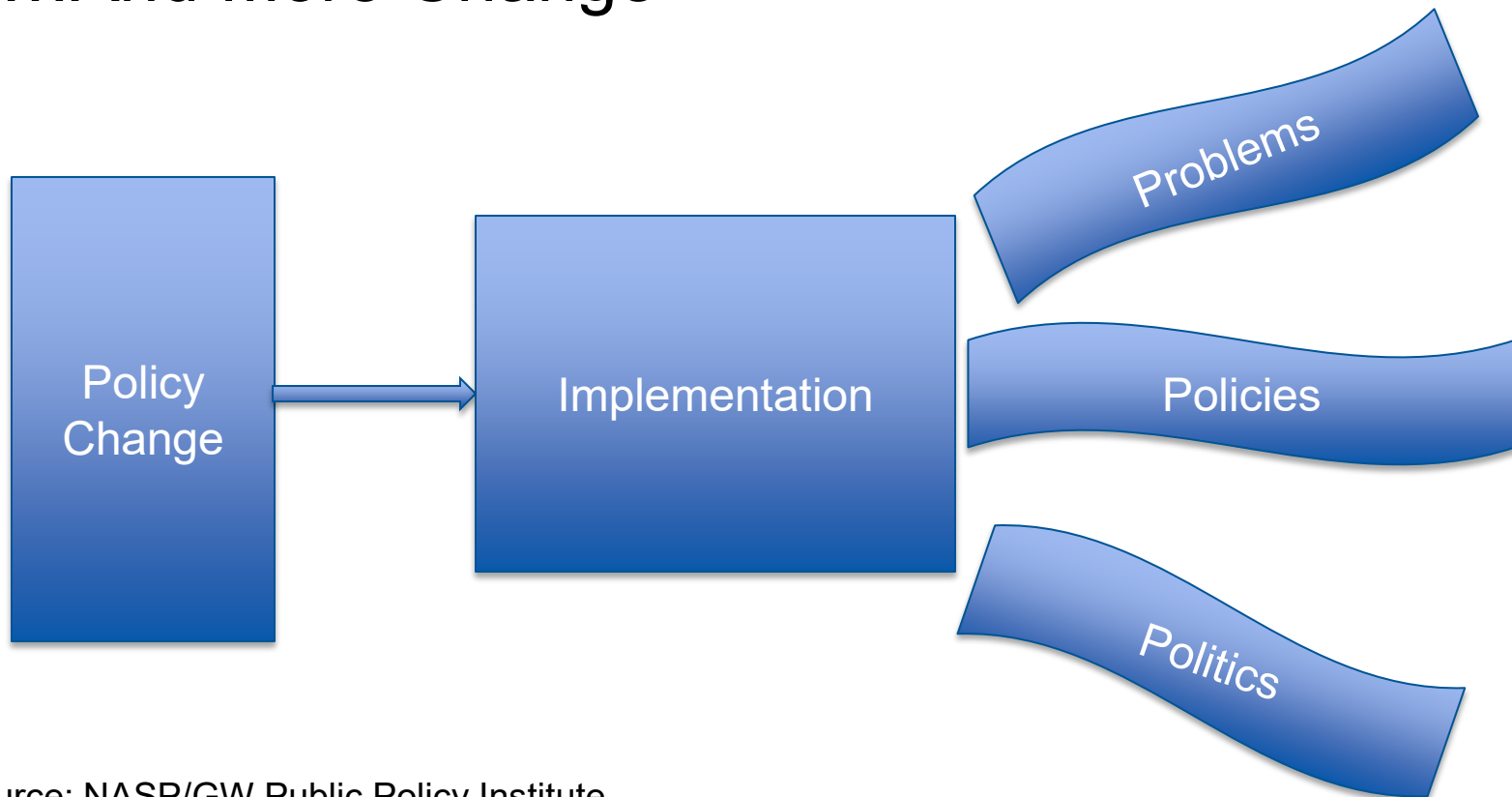
- Research
  - Public Opinion/Social Media
  - Media
  - External Events
  - Public/Political Pressure
  - Timing/Opportunity
- 

# Policy Windows in 2020

- COVID-19
  - Increase in reported anxiety, fear, depression
  - Increase in suicides
  - Decline in ability to access health care
  - Illness, death, and grief
  - Families and communities are struggling
- George Floyd/Black Lives Matter
  - Need for organizations to view policies and practices through an anti-racist lens
  - Need to support marginalized groups
- Nov. 3, 2020 Election
  - President, 35 Senators, All 435 Representatives

# Implementation Phase

More Policy Solutions, Problems, and Alternatives  
...And More Change



Key Understanding 3:  
Understand and pursue the change  
that is needed.

*What practices improve access to school  
mental health and wellness services?*





We must have a systemic process for exploring reasons for school failure, and strategies for responding.



# How do we make sure kids can receive the services they need?

- **Prioritize a “Whole Child” Approach**
- Implement multi-tiered systems of support
  - Find and identify Students at Risk
  - Problem solve barriers to learning
  - Invest in prevention and intervention at all levels
  - Promote evidenced based practices
  - Focus on improving student outcomes
- Embrace school-family-community/university partnerships which provide wrap around services and support
  - Utilizing High Quality
- Engage in strategic planning and advocacy

We improve outcomes for kids when we consider and respond to the Whole Child's needs!



Read More: ASCD's Whole School, Whole Community, Whole Child.

<http://www.ascd.org/program/s/learning-and-health/wsc-model.aspx>

# How do we make sure kids can receive the services they need?

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# MTSS Defined

- A **prevention framework** that organizes building-level resources to address **each individual** student's **academic and/or behavioral needs** within intervention tiers that vary in intensity. MTSS allows for the **early identification** of learning and behavioral challenges and timely intervention **for students who are at risk** for poor learning outcomes. The **increasingly intense tiers** (i.e., Tier 1, Tier 2, Tier 3), sometimes referred to as levels of prevention (i.e., primary, secondary, intensive prevention levels), represent **a continuum of supports**.

*Reference: Center on Response to Intervention, 2009*

Every Student, Every Staff, Every Family, and Every School Setting

Academic  
Continuum

Behavior  
Continuum

MTSS  
Integrate  
Continuum

Every Educational Program—including Special Ed., ESL, GT, Title, etc.

# MTSS

## Academic Systems

## Social/Emotional/Behavioral Systems

Intensive,  
individualized  
instruction and  
supports

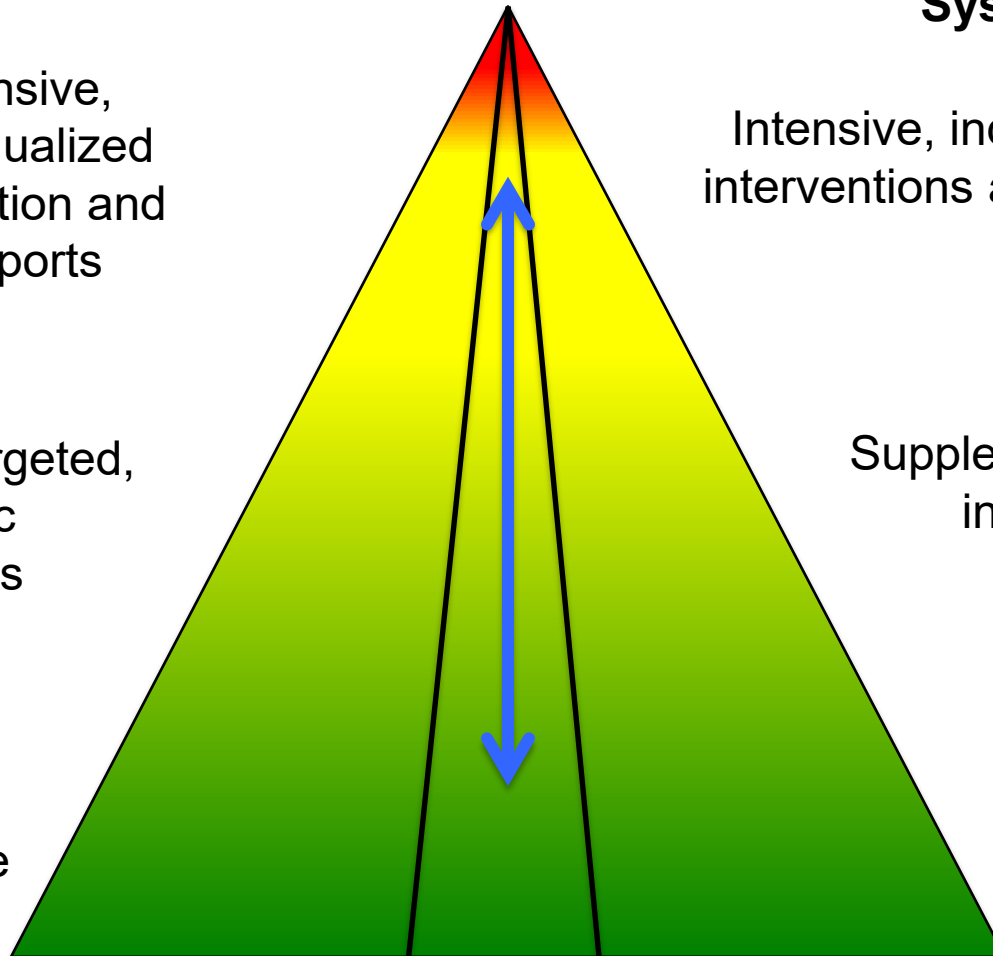
Intensive, individualized  
interventions and supports

Supplemental targeted,  
skill-specific  
interventions

Supplemental, targeted  
interventions

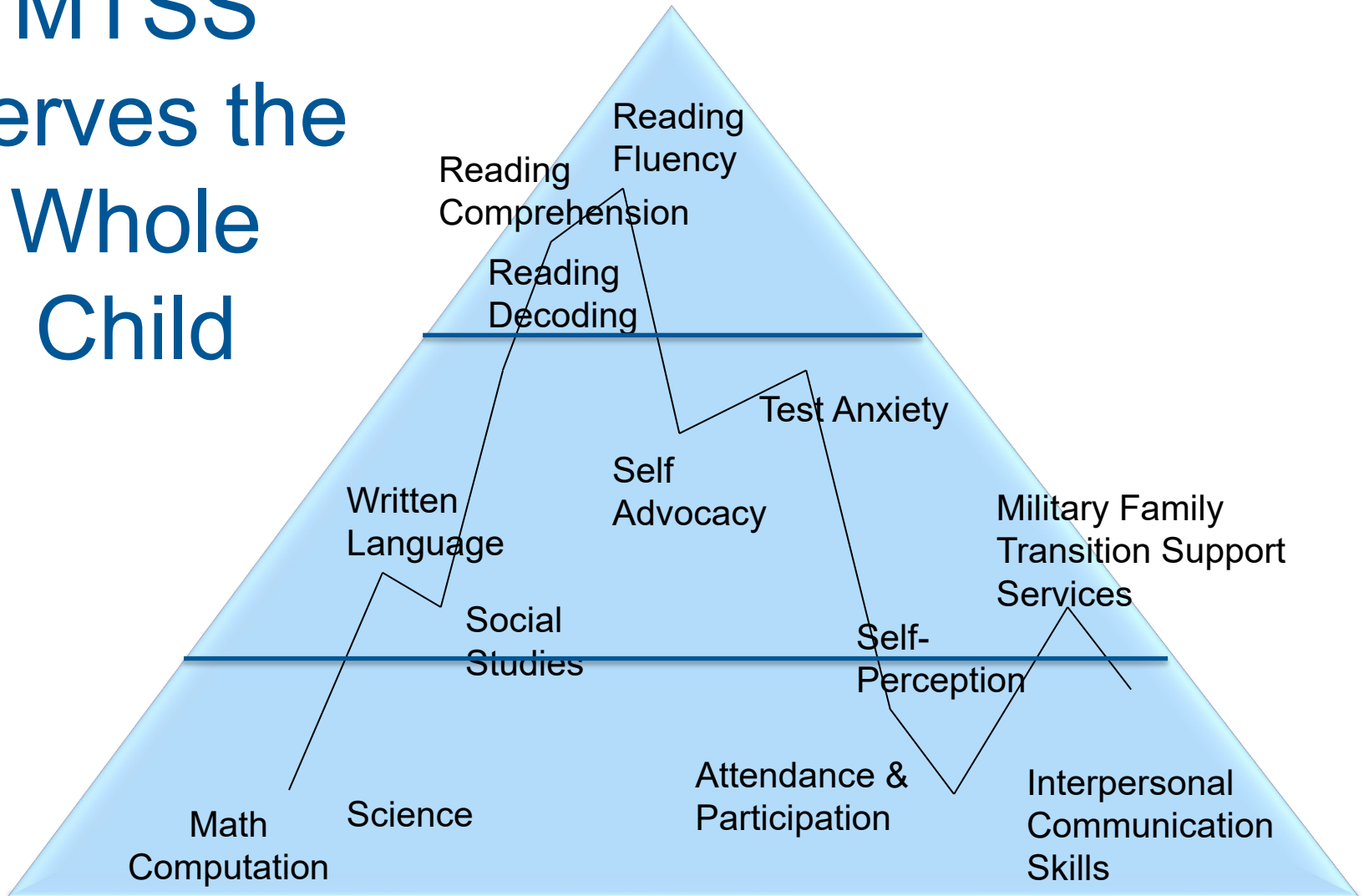
High quality core  
instruction

Positive, prevention  
focused systems





# MTSS Serves the Whole Child



*Adapted from work of the National Center for PBIS and the Colorado Department of Education*



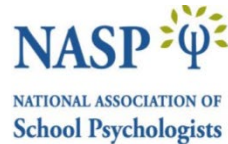
# Essential Components of MTSS

- Universal screening and progress monitoring
- High quality core instruction
- Fidelity of implementation
- Collaborative problem-solving
- Professional development
- Shared leadership
- Parent and family engagement

# How do we make sure kids can receive the services they need?

- Prioritize a “Whole Child” Approach
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- Engage in strategic planning and advocacy

# 9 Elements of Effective School Community Partnerships

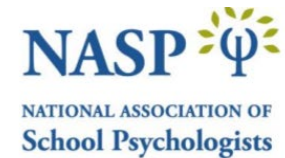


1. A Leadership Team Comprised of School and Community Stakeholders
2. Assets and Needs Assessment with Aligned Framework to Address Student Health and Wellness.
3. A Designated Person Located at the School to Lead the Coordination of School Community Partnerships.
4. Clear Expectations and Criteria for Each Partner that Includes a Shared Accountability System.
5. High-quality Health and Wellness Services that Leverage School and Community Resources

*Reference: A collaborative document of the Institute for Educational Leadership, the Coalition for Community Schools, and the National Association of School Psychologists*

<https://www.nasponline.org/community-schools-white-paper>

# 9 Elements of Effective School Community Partnerships, continued



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.

*Reference: A collaborative document of the Institute for Educational Leadership, the Coalition for Community Schools, and the National Association of School Psychologists*

<https://www.nasponline.org/community-schools-white-paper>

# How do we make sure kids can receive the services they need?

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  - Promote evidenced based practices
  - Focus on improving student outcomes
- Embrace school-family-community/university partnerships which provide wrap around services and support
- **Engage in strategic planning and advocacy**

# Implement a Systematic Systemic Process

- Screening
  - *How are our kids doing?*
- Early Identification
  - *Who is at risk for school failure?*
- Early Intervention
  - *What can I do about it?*
- Ongoing progress monitoring
  - *Can we measure the impact of our work?*
- Evaluation and Adjustments
  - *Does our work matter? Can we make it better?*
- Comprehensive Supports Family, School, Community
  - *Who is on our team that can help?*

# District Level Strategic Priorities

## Example: Denver Public Schools

### Great Schools in Every Neighborhood »

DPS is increasing the quality of schools available in every neighborhood to ensure every student in every community throughout the district has access to great schools.

### A Foundation for Success in School »

DPS is focused on preparedness in early education -- with an emphasis on early literacy - as the foundation for students' entire academic experience.

### Ready for College and Career »

DPS is inspiring, challenging and empowering our students to forge their own futures. We are preparing our students for life after grades K-12, including their readiness for both college and careers.

### Support for the Whole Child »

DPS is leading the nation in its support of the Whole Child -- which means ensuring our students are healthy, supported, engaged, challenged, safe, and socially and emotionally intelligent.

### Close the Opportunity Gap »

DPS is closing the opportunity gap by improving academic achievement for African-American and Latino students while fostering a culture of equity in our schools and on our school-support teams.

## Denver Plan 2020



Read more about the Denver Plan 2020 at <https://www.dpsk12.org/denverplan/>





DENVER  
PUBLIC  
SCHOOLS

# Whole Child

ENGAGED

CHALLENGED

SAFE

SUPPORTED

WATCH  
THE  
VIDEO

HEALTHY

SOCIALLY + EMOTIONALLY  
INTELLIGENT

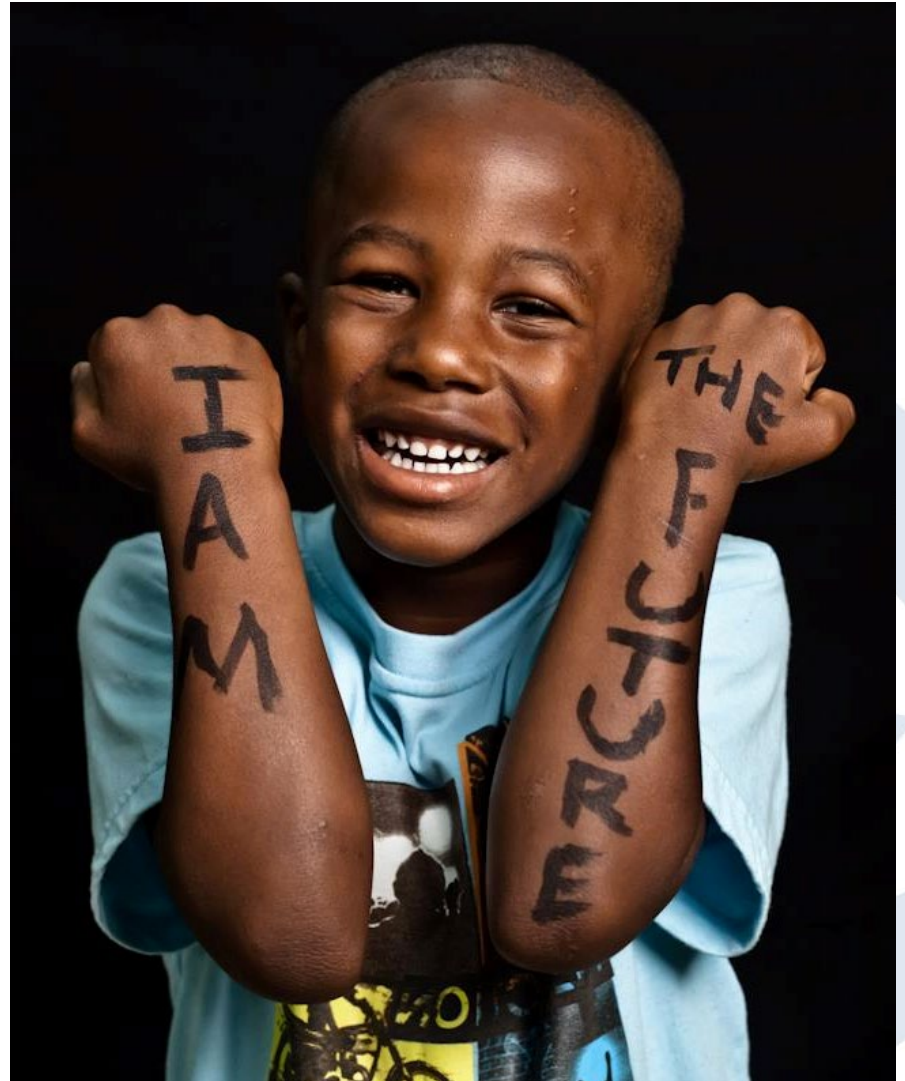




# Becoming an Effective Advocate

## **Focus on Kids:**

*Never forget for whom you are really working and speaking on behalf.*



# Remember These?

## Key Components of Effective Advocacy



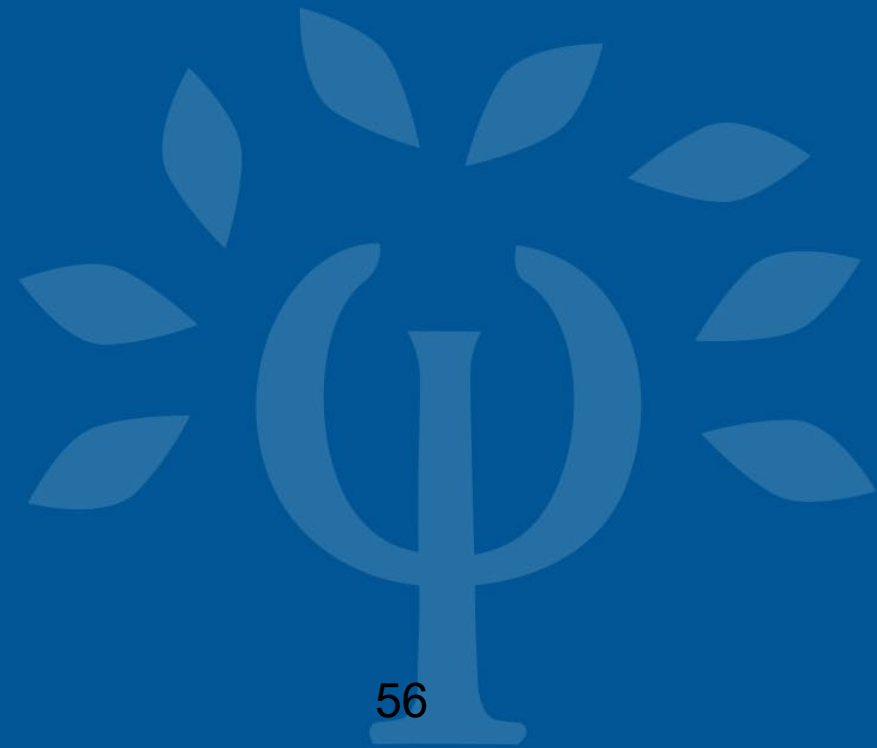
# Be the change you want to see in the world.



If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. This is the divine mystery supreme. A wonderful thing it is and the source of our happiness. We need not wait to see what others do.

--Ghandi (1913)

# Resources





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CASEL CARES: COVID-19

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## About CASEL

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students.



# Collaborative for Academic, Social, and Emotional Learning (CASEL)

<https://casel.org/>

# PBIS Center

<https://www.pbis.org/>



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[Topics](#)

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[About](#)



Welcome! Get Started with PBIS.

START HERE





# Center on RTI

<https://www.rti4success.org/>

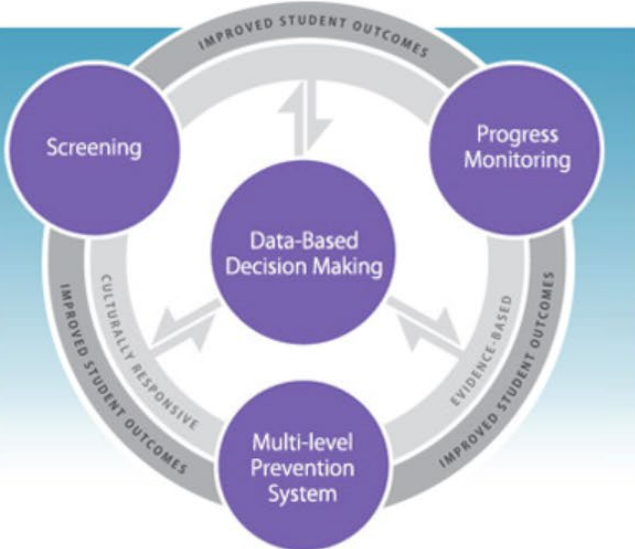
Center on  
**RESPONSE to INTERVENTION**  
at American Institutes for Research ■

ESSENTIAL COMPONENTS OF RTI    RELATED RTI TOPICS    RESOURCES    OUR SERVICES    MTSS BLOG    ABOUT US

## THE ESSENTIAL COMPONENTS OF RTI

**Welcome**

Click on the components (screening, progress monitoring, data-based decision making, and multi-level prevention system) within the graphic to learn about the four essential components and find relevant resources.



## Looking for Support?

The Center on RTI is a national leader in supporting the successful implementation and scale-up of MTSS/RTI and its components. [Learn more about the services we can provide to states, districts, and schools.](#)

Request Support

## The RTI Responder

Enter your e-mail address to sign up for Center updates.

# NCII

<https://intensiveintervention.org/intensive-intervention/multi-tiered-systems-support>

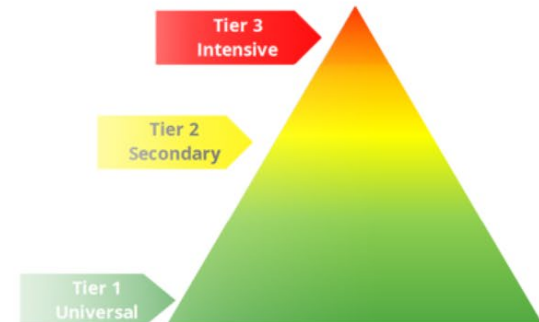
National Center on  
**INTENSIVE INTERVENTION**

at American Institutes for Research ■



- Intensive Intervention ▾
- Tools Charts ▾
- Implementation Support ▾
- Intervention Materials ▾
- Information For... ▾
- Resource Library

## Intensive Intervention & Multi-Tiered System of Supports (MTSS)





# NASP Communication Infographics

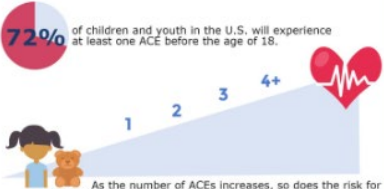
## Creating Trauma-Sensitive Schools

Childhood adversity, toxic stress, and trauma can negatively impact students' ability to thrive.

### Adverse Childhood Experiences (ACEs)

ACEs are stressful or potentially traumatic experiences, including abuse, neglect, and exposure to community violence.


**72%** of children and youth in the U.S. will experience at least one ACE before the age of 18.



As the number of ACEs increases, so does the risk for psychological, behavioral, or emotional problems; substance abuse; academic failure; social maladjustment; and poor medical health.


### Characteristics of Trauma-Sensitive Schools

- Access to comprehensive school mental and behavioral health services
- Effective community collaboration
- Feelings of physical, social, and emotional safety among all students
- Understanding among staff about the impact of trauma and adversity on students
- Positive and culturally responsive discipline policies and practices



Promoting trauma-sensitive school approaches has the greatest potential to positively impact all students, regardless of trauma history.

### The Role of School Psychologists



School psychologists have unique training that allows them to deliver mental health supports within the context of learning.

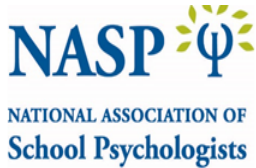
These services directly contribute to more positive student outcomes and achievement.

They can provide early identification and intervention services to help students build the skills they need to meet the demands of school and life.

## Topics:

- Helping children after Natural Disasters
- Talking to children about violence
- Shortages in SP
- ESSA Title IV Funding
- Medicaid and Schools
- Mental Health in Schools
- School Climate
- Trauma Sensitive Schools
- MTSS

# ESSA/MTSS Crosswalk



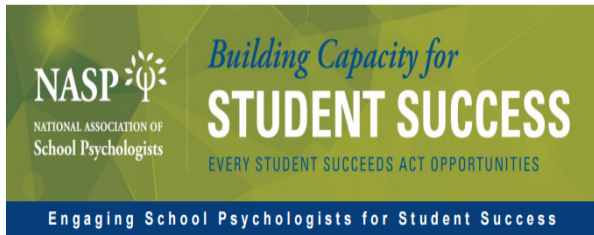
## Leveraging Essential School Practices, ESSA, MTSS, and the NASP Practice Model: A Crosswalk to Help Every School and Student Succeed

The Every Student Succeeds Act (ESSA) presents significant opportunities to improve school and student outcomes by implementing comprehensive school psychological services within multitiered systems of support (MTSS). MTSS offers an evidence-based framework for effectively coordinating and integrating services throughout the school system to ensure that *all* students succeed. Maximizing and sustaining these efforts requires schools and districts to promote and implement a set of essential school practices (defined below). School psychologists have specific expertise, knowledge, and skills to help schools employ these essential school practices and leverage ESSA policy opportunities. These skills and the broad range of services available from school psychologists are defined within the *NASP Model for Comprehensive and Integrated School Psychological Services*, more typically referred to as the NASP Practice Model. School psychologists are uniquely trained to provide a comprehensive range of services that enable schools to implement comprehensive systems of student supports improve school and district effectiveness, and support improved outcomes for all students. Full realization of these efforts requires full funding of ESSA as Congress intended, effective blending of multiple funding streams, committed leadership, and consistent efforts to work toward the NASP recommended staffing ratio of 1 school psychologist for every 500–700 students.<sup>1</sup>

The table below outlines how ESSA connects with MTSS, essential school practices, and the broad role of school psychologists working within the scope of services described in the NASP Practice Model. To learn more about the NASP Practice Model, visit [www.nasponline.org/practicemodel](http://www.nasponline.org/practicemodel).

Essential School Practices	ESSA Policy Provisions	<u>Multitiered</u> Systems of Support (MTSS)	Examples of Relevant School Psychological Services
Effective, coordinated use of data that informs instruction, student and school	Accountability systems <i>must</i> include at least one indicator of school quality.  Use of growth models and other	Universal screening and progress monitoring for academic and mental and behavioral health concerns are essential components of MTSS.	School Psychologists: <ul style="list-style-type: none"> <li>Help schools and districts maintain accountability by assisting in data collection and analysis, progress monitoring, and effective problem solving.</li> </ul>

# NASP Resources on ESSA: Handouts for Administrators



- Engaging SPs for Student Success
- Engaging SPs to Improve Assessment and Accountability Systems
- **Engaging SPs to Improve Multi-tiered Systems of Support**
- Engaging SPs to Create Safe and Supportive School Climates
- Comprehensive School Mental and Behavioral Health Services

## SCHOOL PSYCHOLOGISTS IMPROVE SCHOOL AND STUDENT OUTCOMES

The Every Student Succeeds Act (ESSA) presents significant opportunity for school leaders to shape the systems and services necessary to genuinely improve outcomes for *all* students. Specifically, the law provides for much greater emphasis on and flexibility in decision-making and funding options related to:

- supporting student mental and behavioral health,
- improving school climate and safety,
- implementing meaningful assessment and accountability systems, and
- enhancing the coordination of comprehensive service delivery to help students succeed.

Tapping the expertise of specialized instructional support personnel (SISP), such as school psychologists, can be an incredibly powerful resource in addressing these critical areas of school improvement. In fact, ESSA *requires* meaningful consultation with SISP in the development of Title I plans and other school improvement efforts. School psychologists, in particular, have specific expertise in mental health, learning, and behavior; positive school climate, safety, and crisis prevention and response; consultation and collaboration; data collection and interpretation at the individual and systems levels; and program evaluation. School psychologists help foster partnerships among families, teachers, school administrators, and other professionals to create safe and supportive learning environments that strengthen connections between home, school, and the community. The following highlights key areas for which school psychologists can help school leaders improve school and student success.

*Effectively engaging your school psychologist is a smart step in the successful implementation of ESSA to improve learning and success for all students.*

## NASP ESSA Implementation Resources:

<http://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/policy-priorities/the-every-student-succeeds-act/essa-implementation-resources>



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