



Implications of ESSA for School Psychologists

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OSPA Spring Conference April 21, 2016

Every Student Succeeds Act (ESSA)

Reauthorizes and replaces ESEA/NCLB

Starts 2017-18 school year

Reduces federal role and increases state role
in key components of educational planning

Increased state responsibilities per ESSA

Implementation of academic standards (core curriculum)

Enforcement of accountability systems

Allocation of funding

Key themes in ESSA

Comprehensive or multi-tiered systems of support (MTSS)

Improved school climate and school safety

Assessment and accountability systems (but no longer requires the punitive measures of NCLB)

MTSS vs. RTI

MTSS is broader and may include greater emphasis upon:

Social, emotional and behavioral supports

Greater focus upon Tier I and prevention efforts

Supports for staff (professional development & coaching)

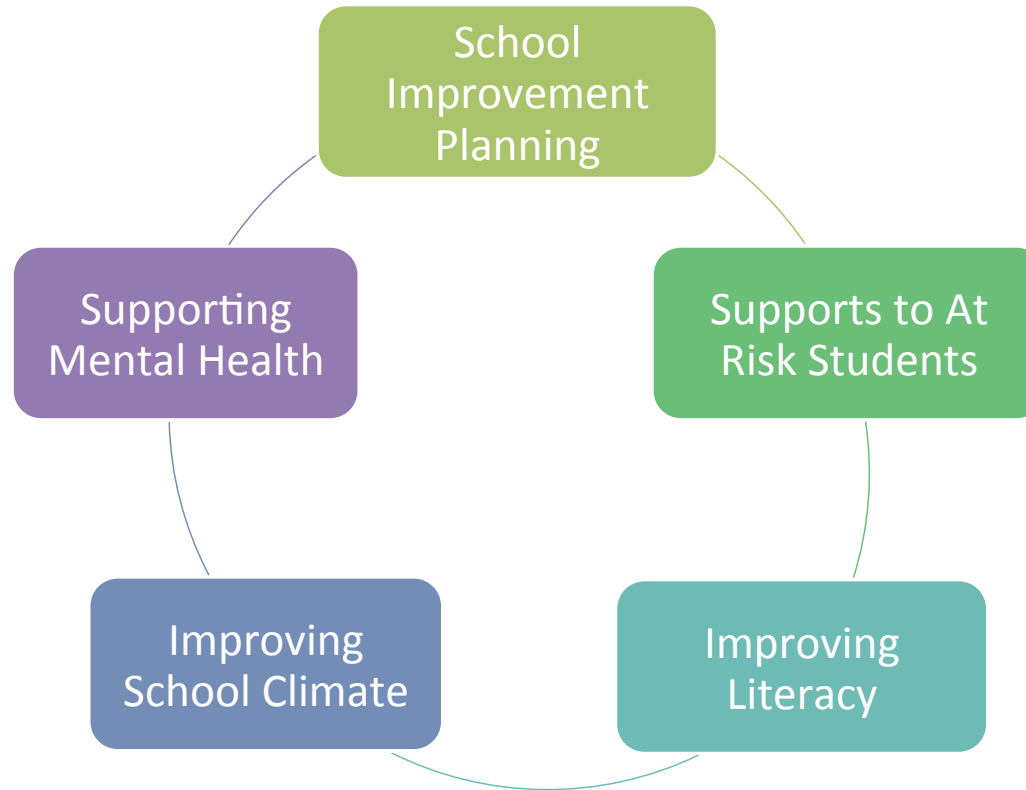
Systems change and focus on school culture

Key terms associated with school psychologists in ESSA

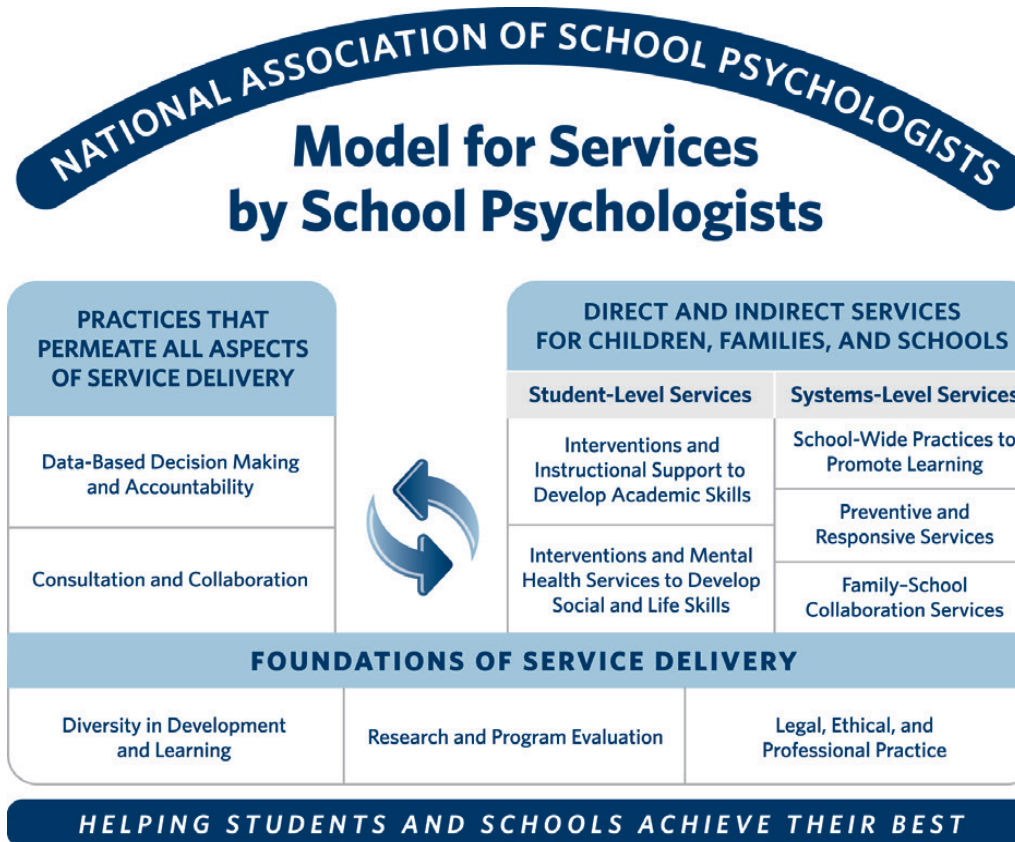
“School-based mental health provider” is a state licensed individual able to provide mental health services to children

“Specialized instructional support personnel (SISP)” includes school psychologists and replaces the term *pupil services personnel*

As a SISP you potentially have key roles:



NASP Practice Model Aligns with ESSA



NASP Resources for ESSA

White Paper: School Psychologists as Qualified Health Professions

http://www.nasponline.org/assets/documents/Research%20and%20Policy/Position%20Statements/WP_Qualified_Mental_and_Behavioral_Health_Professionals.pdf

ESSA, MTSS and NASP Practice Model Crosswalk:

<https://www.nasponline.org/search/search-results?keywords=ESSA&startRow=10&rowsPerPage=10>

A close-up photograph of a hand with fingers pointing towards a tablet screen. The scene is bathed in a strong blue light, creating a digital or technological atmosphere. The text 'education.ohio.gov' is overlaid in white on the upper part of the image.

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