Texas Association of School Psychologists
A partner on the path to student success

Practical Implementation of the NASP Practice Model: A Roadmap to Achieving Excellence in School Psychological Services Delivery

TASP Annual Convention 2021

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Audience

Learning Objectives for Today

Participants will be able to:

- Review the NASP Practice Model
- Understand the benefits of the NASP ESPS Recognition Program
- Apply and use the ESPS program as a self-assessment tool
- Learn strategies to produce a better application

TASP **Texas Association of School Psychologists**
A partner on the path to student success

•Principles for Professional Ethics

•**Model for Comprehensive and Integrated School Psychological Services (known as the NASP Practice Model)**

•Standards for Graduate Preparation of School Psychologists

•Standards for the Credentialing of School Psychologists

https://www.nasponline.org/2020standards
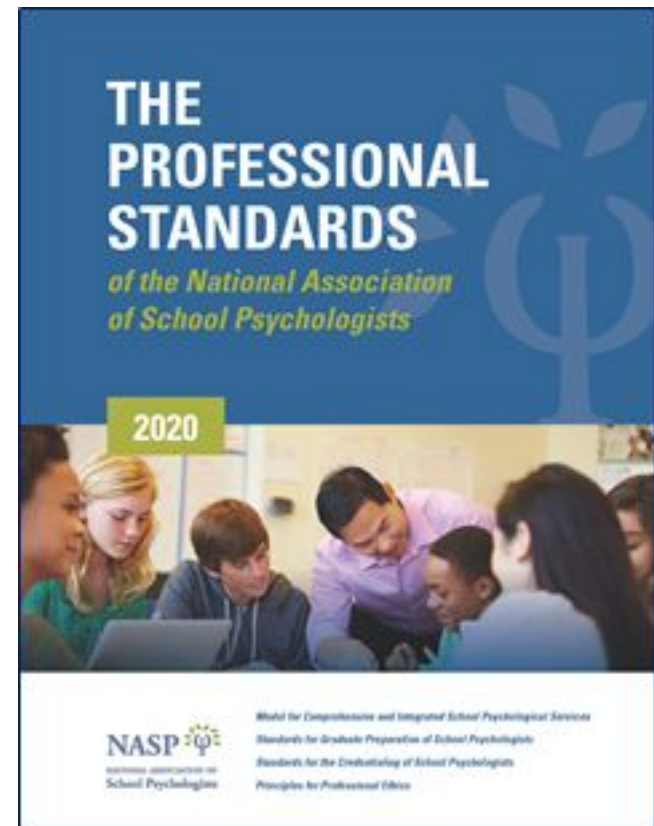
The Practice Model connects our policies, research, graduate preparation, ethics... and our actual practice.

The NASP Practice Model

Provides the framework for the scope of school psychological services

Defines how systems support comprehensive service delivery

Equips schools to leverage school psychologists' skills and expertise to improve student and school outcomes

Enables schools to improve/expand service delivery even as they work to improve ratios and organizational capacity over time.
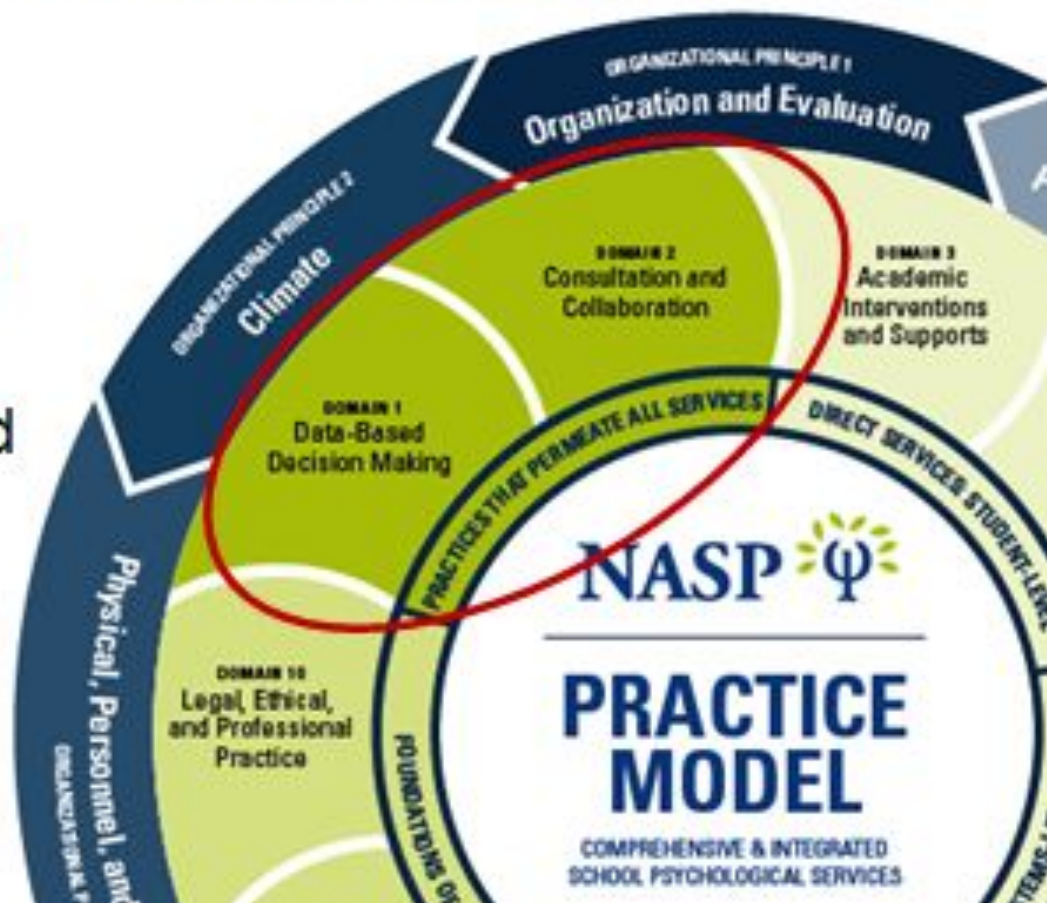
NASP Practice Model

Practices That Permeate All Aspects of Service Delivery

Domain 1:
Data-Based Decision Making

Domain 2:
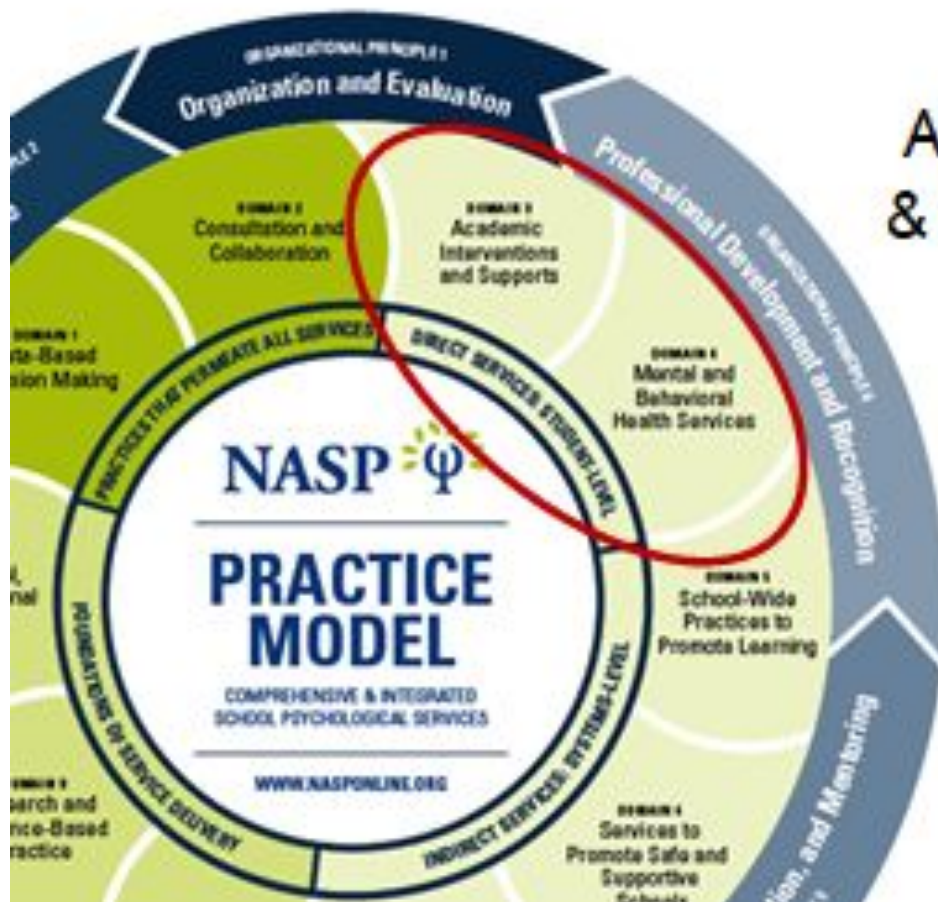Consultation and Collaboration

Direct Services—Student Level

Domain 3:
Academic Interventions & Instructional Supports

Domain 4:
Mental & Behavioral Health Services & Interventions

Indirect/Systems-Level Services
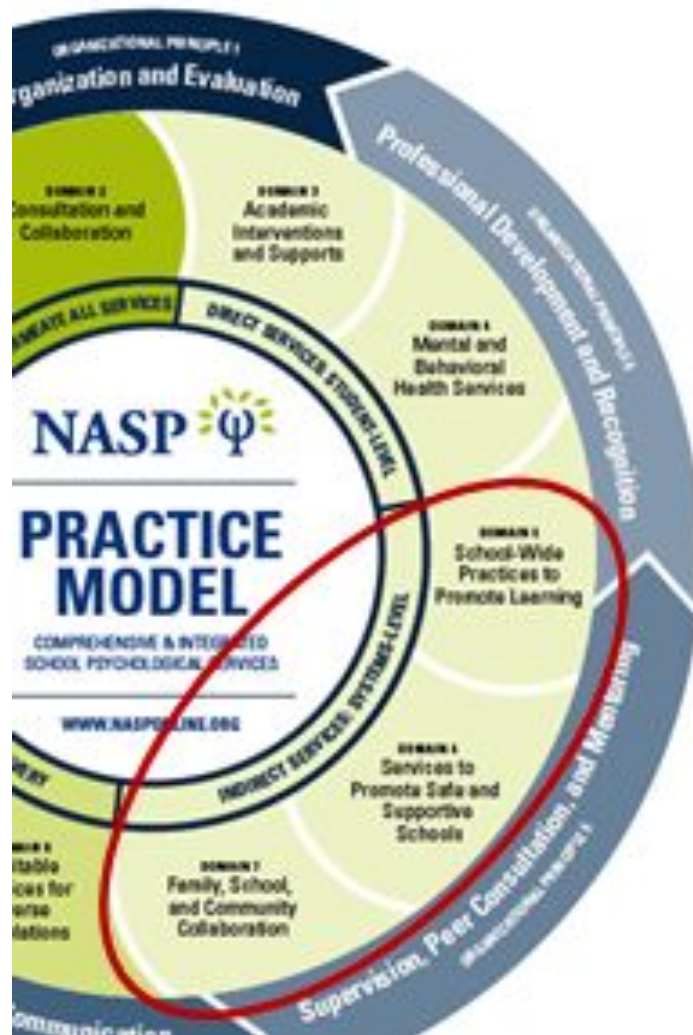
Domain 5:
School-Wide Practices to Promote Learning

Domain 6:
Services to Promote Safe & Supportive Schools

Domain 7:
Family, School, and Community Collaboration

Foundations of School Psychological Service Delivery

Domain 8:
Equitable Practices for Diverse Student Populations

Domain 9:
Research & Evidence-Based Practice

Domain 10:
Legal, Ethical, and Professional Practice

Organizational Principles

1. Organization & Evaluation of Service Delivery
2. Climate
3. Physical, Personnel, & Fiscal Support Systems
4. Professional Communication
5. Supervision, Peer Consultation, & Mentoring
6. Professional Development & Recognition Systems

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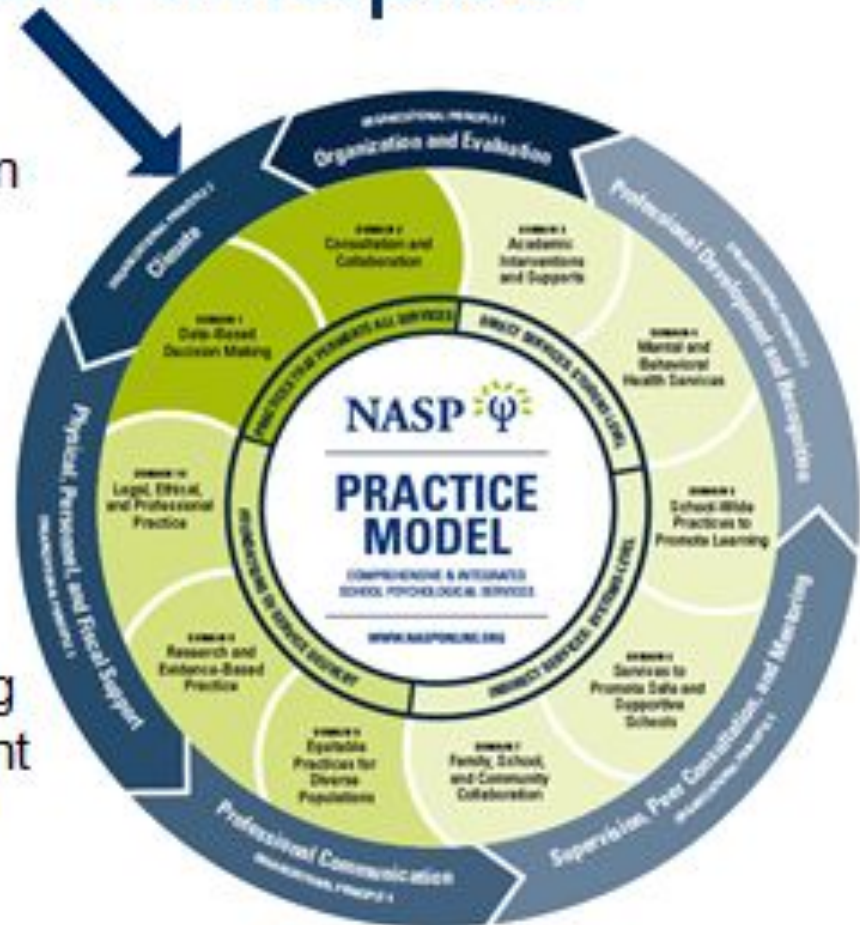
Organizational Principle 1: Organization and Evaluation of Service Delivery

- Appropriately licensed or credentialed school psychologists consistent with NASP standards
- School psychological services are provided in a coordinated, organized fashion (seamless continuum of services)
- Services are delivered in accordance with a strategic planning process and utilizes evidence-based program evaluation model

Organizational Principle 2: Climate

- School system creates mutual respect for all parties

- Employees have the freedom to advocate for services to meet the needs of students that are free from administrative or political constraints that might hinder services

Organizational Principle 3: Physical, Personnel, and Fiscal Support Systems

School systems ensure:
- An adequate recruitment and retention plan for employees that meet the needs of the system

- All sources of funding are used and maximized

- All employees have adequate technology, resources, and work space; and

- Employees have adequate personnel benefits necessary to support their work including discipline specific professional development

Organizational Principle 4: Professional Communication

School systems ensure that policies and practices exist that result in **positive, proactive** communication among employees at all administrative levels

Organizational Principle 5: Supervision, Peer Consultation, and Mentoring

- All personnel have opportunities for supervision, peer consultation, and mentoring to ensure effective services

- Supervision and mentoring are provided through ongoing, career-long, positive, systematic, collaborative process

- Focus on promoting professional growth and exemplary professional practice that leads to improved performance

Organizational Principle 6: Professional Development and Recognition Systems

- Develop professional development plans annually

- School system ensures that the continuing professional development of its personnel is both adequate and relevant to priorities of school system

- School systems recognize the need for a variety of discipline-specific professional development activities

Common Barriers to Implementing the NASP Practice Model

- Limited understanding of broad scope of practice
- Narrow role defined by district
- Poor ratios of school psychologists to students
- Critical shortage of school psychologists and positions to fulfill the role
- Funding structures

Overcoming Barriers to Implementing the Practice Model

Improving the Ratio

- Immediately
  - Communicate benefits of a comprehensive role to school board and district leaders to advocate for positions
  - Collect/share data with key stakeholders on services delivered, outcomes, and ratio comparisons
- Next steps
  - Collaborate with local universities to develop and enhance practicum or internship programs
  - Align job description and personnel evaluations with the NASP Practice Model
- Long-term
  - Align pay and benefits packages with the comprehensive training and educational requirements of the field
  - Consider additional stipends for national certification to attract school psychologists to your district

Overcoming Barriers, Continued

Enhancing Services

- Immediately
  - Have school psychologists take the NASP Self-Assessment to help determine service-based PD needs
  - Offer PD specific to helping school psychologists hone their skills within each domain
- Next Steps
  - Conduct service needs assessment
  - Use self-assessment data and needs assessment to determine where school psychs spend their time and what could be done differently
  - Align school psychological services evaluation with the NASP Practice Model
  - Include school psychologists in systems level activities
- Longer-Term
  - Ensure supervision and mentoring of school psychologists by school psychologists
  - Provide opportunities for school psychologists to serve on district leadership teams and in administrative capacities

Excellence in School Psychological Services Recognition (ESPS) Program
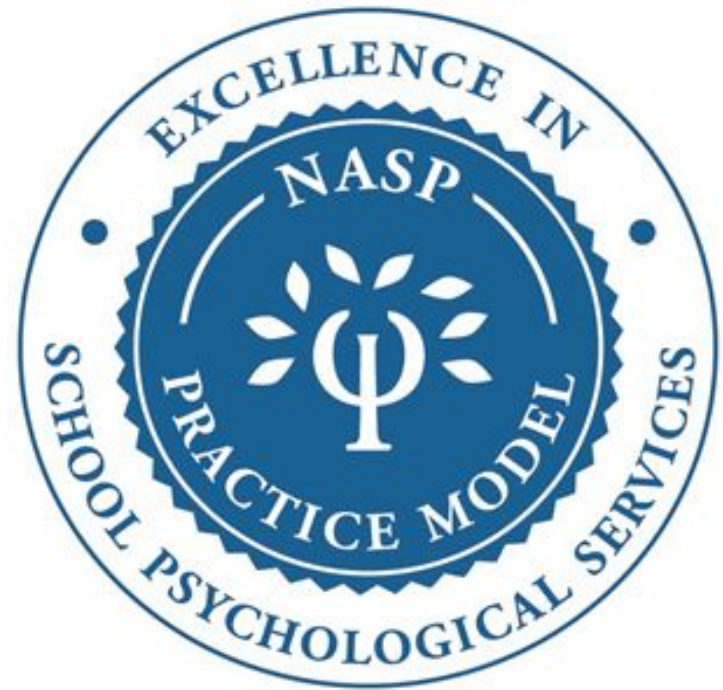
ESPS Recognition Program

- Recognizing school districts proactively working to implement comprehensive school psychological services.
- Designed both to support implementation of the organizational principles defined in the NASP Practice Model and to acknowledge the success and progress of districts in meeting them.

ESPS Recognition Level Definitions

Growing Interest in the ESPS Program

Locations of Districts in the United States Indicating Interest in the ESPS Program
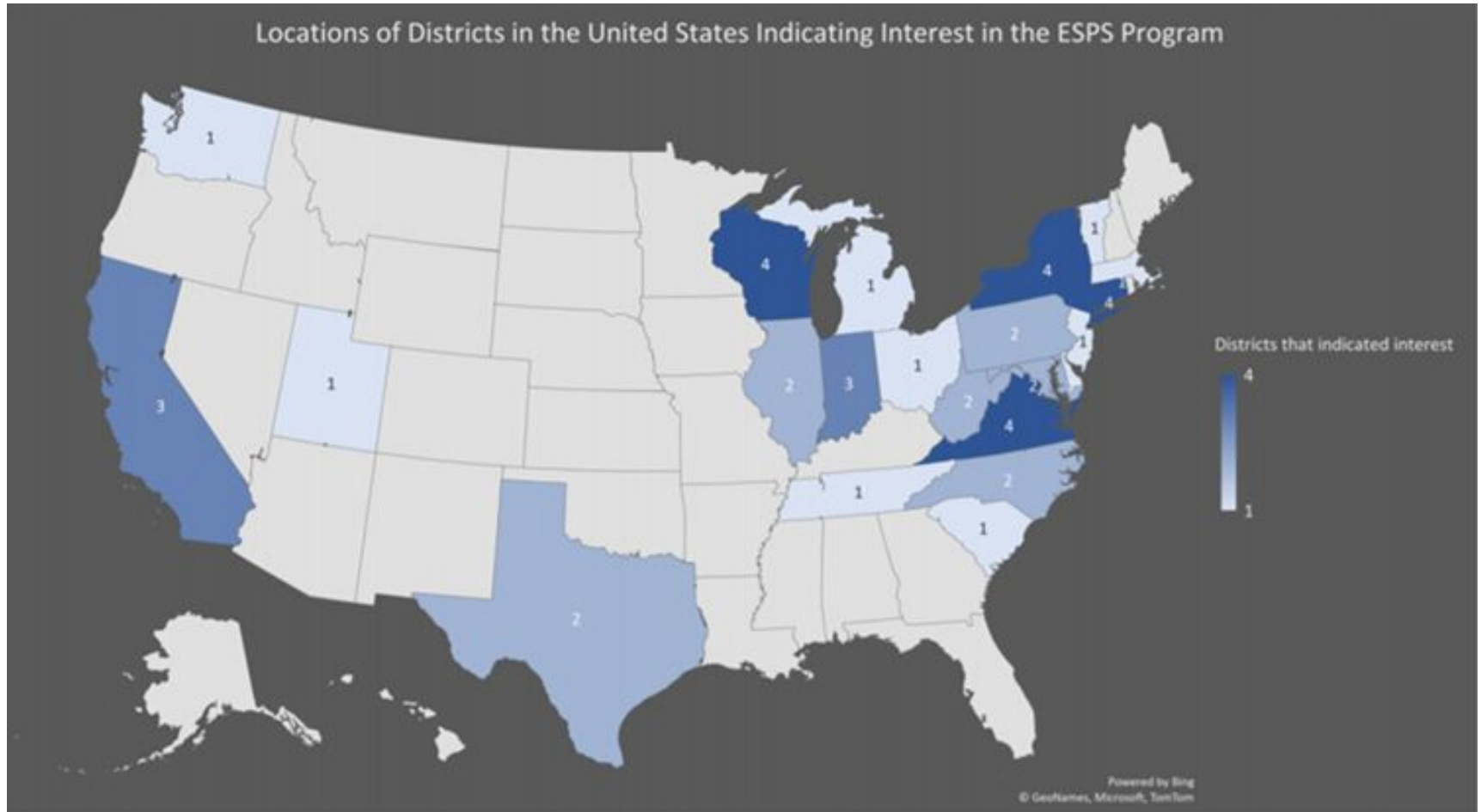
Katy ISD

District:

- Encompasses 181 square miles in Harris, Fort Bend, Waller Counties

Student Enrollment

- @88,000 students

Schools

- 43 Elementary schools
- 17 Junior High schools
- 9 High schools
- 1 alternative high school
- 1 career and technology center

Office of Psychological Services

- Department of Special Education

2021-22 School Year

- 67 LSSP positions
- 4 paid intern positions
- 6 practicum students (3 graduate schools)

Staffing

- ES – ½ - 1 LSSP
- JH – ½ - 1 LSSP
- HS – 1.5 - 2 LSSPs

Katy ISD Application

- Applied for this recognition to demonstrate department's pursuit of meeting all domain areas of NASP

- Previous recognitions through TASP which were highlighted in the district

- Benefits: District recognition and spotlight of service delivery model and support through Psychological Services Department/recruitment of LSSPs

- Areas of growth that can be worked on

- Lessons learned during the application process:
  - Creating a universal place to add documentation as it builds rather than retrieving previous documentation from different areas
  - Data collection through logs kept by LSSP is beneficial
  - Took approximately two weeks of three LSSPs gathering the documentation needed

Data collection − Individual & Districtwide

Individual

- <u>Service sheets:</u> Organized by school and/or grade level, marking period, and student name
  - Notes, time, overall minutes
- <u>Psych. Log:</u> all evaluations, REEDS, & crisis
  - School, grade, due date, LSSP assigned, completion, date of report, results, notes, enroll. status
- <u>Crisis Reporting</u> per campus and incident
- <u>Behavior Threat</u> reporting and assessment through campus and incident

District

- Centralized data collection:
  - Monitoring and reviewing all service sheets, psych. logs through shared drives
  - Crisis/behavior threat response campus and districtwide

- Centralized district evaluation data through Special Education Clerks

Service Sheets Summary page

Individual Student pages

Katy ISD Psychological Services
2021 - 2022: Secondary LSSP

Student: 0
LSSP: Name
School: Name
Start of Year Minutes Required Per GP — 8/18/21
Required Minutes Per GP IF Chamged
(Date) (Min / GP)

	YTD
REQUIRED	0
ACTUAL	10
REMAINING	10

FILL OUT MINUTES PROVIDED
FILL OUT
AUTO FILL

Medicaid
0

MINUTES RECEIVED PER GRADING PERIOD TOTALS

1st			2nd			3rd			4th			5th			6th		
Required	Actual	Balance	Required	Actual	Balance	Required	Actual	Balance	Required	Actual	Balance	Required	Actual	Balance	Required	Actual	Balance
	0	0		0	0		10	10		0	0		0	0		0	0

Unmet minutes must be made up during the following grading period.

TYPES:
*Direct: Direct with Student   *ID - Staff: Indirect/Consult with School Staff   *ID - Parent: Indirect/Consult with Parent   *ID - Other: Indirect/Consult with Other

First Grading Period (GP)

Monday	MIN	Type	Tuesday	MIN	Type	Wed	MIN	Type	Thursday	MIN	Type	Friday	MIN	Type	RECEIVED
8/16/21	H		8/17/21	H		8/18/21			8/19/21			8/20/21			0
8/23/21			8/24/21			8/25/21			8/26/21			8/27/21			0
8/30/21			8/31/21			9/1/21			9/2/21			9/3/21			0
9/6/21	H		9/7/21			9/8/21			9/9/21			9/10/21			0
9/13/21			9/14/21			9/15/21			9/16/21			9/17/21			0
9/20/21			9/21/21			9/22/21			9/23/21			9/24/21	SH		0
														TOTAL	0

Second Grading Period (GP)

Monday	MIN	Type	Tuesday	MIN	Type	Wed	MIN	Type	Thursday	MIN	Type	Friday	MIN	Type	RECEIVED
9/27/21			9/28/21			9/29/21			9/30/21			10/1/21			0
10/4/21			10/5/21			10/6/21			10/7/21			10/8/21			0
10/11/21	H		10/12/21			10/13/21			10/14/21			10/15/21			0
10/18/21			10/19/21			10/20/21			10/21/21			10/22/21			0
10/25/21			10/26/21			10/27/21			10/28/21			10/29/21			0

Notes Section at the bottom of each student page

Data Entering

School	Grade	Date Due	Assigned To	Completed	Date of Report	Results	Enrollment Status	Notes
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				
				No				

Psych Log   🔒 Results Summary   🔒 Total Summary   +

Psych Log Results summary page

LSSP Name		TOTAL	Number of Total Evaluations								
		Yearly Total	DNQ for SPED	AU	AU, ADHD	AU, ED	AU, ED, ADHD	ED	ED, ADHD	ADHD	Q for other
REED	Extend eligibility - no new LSSP testing	0		0	0	0	0	0	0	0	
SPED Eval	504 Initial (Completed)	0	0	0	0	0	0	0	0	0	0
SPED Eval	Gen Ed Initial (Completed)	0	0	0	0	0	0	0	0	0	0
SPED Eval	SPED Reeval (Completed)	0	0	0	0	0	0	0	0	0	0
TOTAL Psych Evals	Completed	0	0	0	0	0	0	0	0	0	0
	Total Q for LSSP			0							

School			Number of Total Evaluations								
		Yearly Total	DNQ for SPED	AU	AU, ADHD	AU, ED	AU, ED, ADHD	ED	ED, ADHD	ADHD	Q for other
REED	Extend eligibility - no new LSSP testing	0		0	0	0	0	0	0	0	
SPED Eval	504 Initial (Completed)	0	0	0	0	0	0	0	0	0	0
SPED Eval	Gen Ed Initial (Completed)	0	0	0	0	0	0	0	0	0	0
SPED Eval	SPED Reeval (Completed)	0	0	0	0	0	0	0	0	0	0
TOTAL Psych Evals	Completed	0	0	0	0	0	0	0	0	0	0
	Total Q for LSSP			0							

Psych. Log Total Summary page

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	LSSP Name		TOTAL	Number of Total Evaluations												
2	0		Yearly Total	8/31/21	9/30/21	10/31/21	11/30/21	12/31/21	1/31/22	2/28/22	3/31/22	4/30/22	5/31/22	8/30/22	8/31/22	Fall 2022
3	SPED Eval	Initial Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	SPED Eval	Initial Completed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	SPED Eval	Reeval Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	SPED Eval	Reeval Completed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	TOTAL Psych Evals	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	TOTAL Psych Evals	Completed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	REED	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	REED	Completed - LSSP testing requested	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	REED	Completed - Extend eligibility - no new LSSP testing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12			Yearly Total Completed	Pending												
13	Consult	SPED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Counseling Eval	SPED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	FBA	SPED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	MDR	SPED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Crisis	SPED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Consult	Gen Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	FBA	Gen Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	MDR	Gen Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	Crisis	Gen Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	Note: Data displayed is for evaluations assigned to the LSSP.															

Crisis/Behavior Threat assessment data
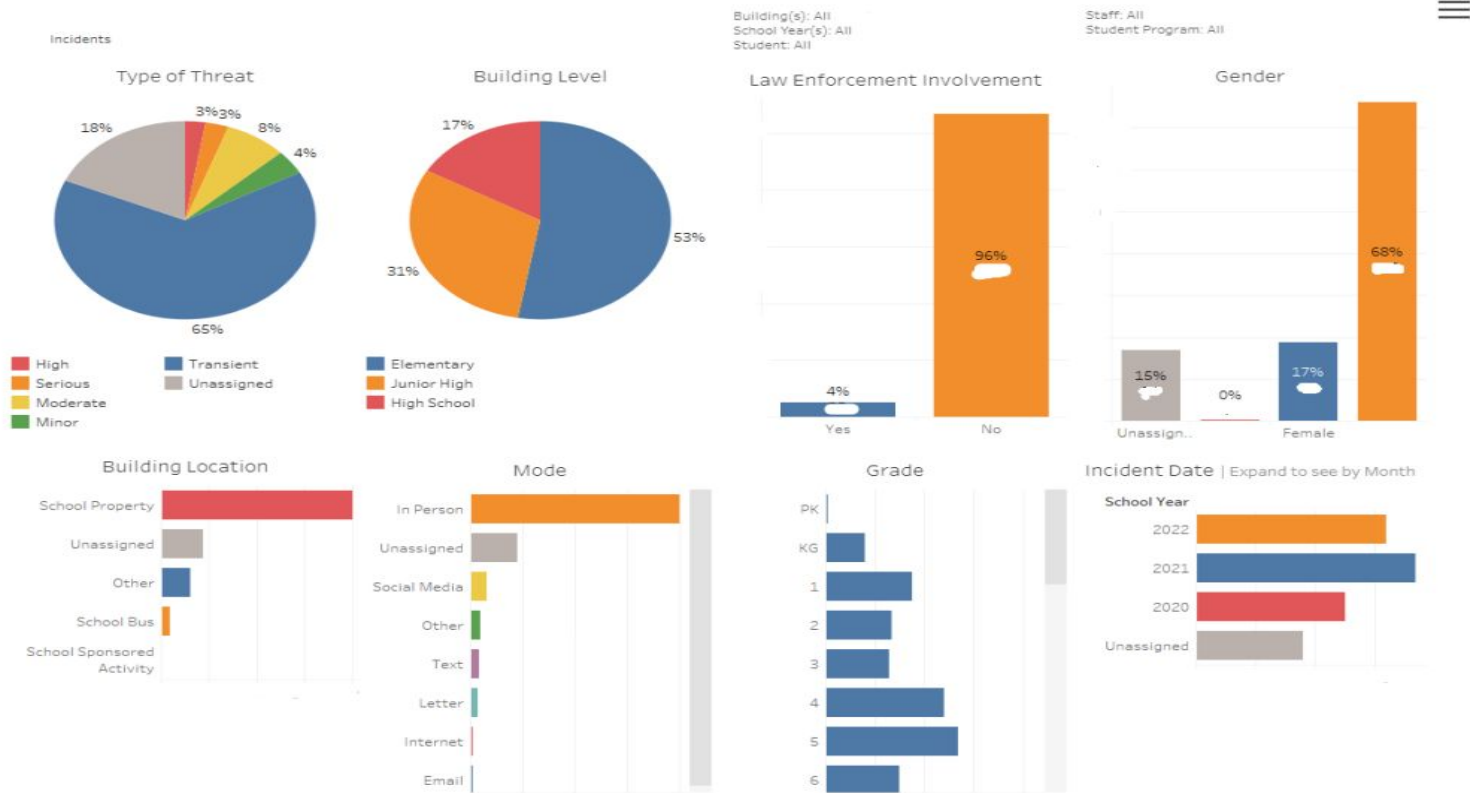
Data can be viewed by individual incidents, campus, and district wide. This is an example of district wide behavior threat assessments summary.

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Advocating for LSSP Positions in Katy ISD

Data of all supports by campus by category:

Including: 504 supports, ARD support, Individual Consult, Counseling Group/Individual, Evaluations #, Counseling Eval. #, Crisis #, MDR, Consultation Based Services (individual & Campus), RTI meetings, staffings, FBA, Presentations

-Principal Communication

-KISD had approximately a 50% increase in LSSP positions since 2018 with the presentation of this data

Advocating for LSSP Positions in Katy ISD

2019-2020
Office of Psychological Services Staffing Requests

Data Trends 2018-2019

- ❖ Crisis response involving LSSP has increased this year by 173%.
- ❖ ARDs regarding discipline placements, that require LSSPs, have increased by 29% and are expected to increase by double as we approach the Spring.
- ❖ To date, 52% increase in psychological evaluations & 62% increase in psychological consultations; projected to increase by double by the end of the school year.
- ❖ Counseling and psychological services provided by LSSPs have increased by 29% this year.

Observations Regarding Mental Health in KISD

- ❖ Mental Health is an important component of Goal 8 in the District's Strategic Design.
- ❖ Community (parents & students) expect mental health to be on the forefront of school safety based on committee feedback.
- ❖ Parents are more aware of the increase in mental health needs and expect school personnel to provide mental health support. Increased focus on mental health and school safety based on Governor Abbott's report and other national reports as well media.
- ❖ Staff are experiencing higher levels of burn out and stress due to the increasing demands of their position, resulting in LSSPs supporting staff.
- ❖ There are a low number of professionals in the district (6 behavior specialists and 2 interventionists) able to respond to severe behavior on campuses, resulting in increased LSSP involvement.
- ❖ The existing role of counselors in KISD is not solely mental health support; therefore, LSSPs are relied on for daily mental health crisis situations on campuses.
- ❖ KISD has seen an increase in advocate/attorney participation in special education requiring more LSSP involvement in those cases.

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History of Initial Evaluations

Campus Referrals

School Year	Number of campus initial evaluations	Number of students who qualified	Percent Qualified
2012-2013	1167	779	73%
2013-2014	1236	892	72%
2014-2015	1381	1001	72%
2015-2016	1579	1177	75%
2016-2017	1770	1399	79%
2017-2018	1684	1410	84%
2018-2019 (1st semester) 69% increase of evaluations	1392	1159	83%

PPCD/DAT

School Year	Number of initial PPCD evaluations	Number of students who qualified	Percent Qualified
2015-2016	188	147	78%
2016-2017	207	176	85%
2017-2018	187	146	78%
2018-2019 (1st semester) 33% increase of evaluations	127	108	85%

History of LSSP Data

Type of Service	Year Total 2016-17	Year Total 2017-18	Mid-Year Total 2018-19 to date	Percentage of Increase from last school year to date
Evaluations (Initial/Re-eval)	1062	1066	1149	52%

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Consultations	351	350	332	62%
Crisis Response	367	271	417	273%
Counseling/Psych Services	2369	1910	1539	??
MDRs	70	56	42	29%
Developmental AU Evals	462	360	382	
Preschool Developmental AU Evals				

History of Staffing Plan

- • LSSPs have never been staffed based on enrollment, caseloads, campus programs or SPED numbers similar to other SPED assessment and programming staff.
- • Prior to 2013, elementary LSSPs were assigned to 3 campuses, junior high LSSPs to 2 campuses, and high school LSSPs to one campus.
- • Since 2013, elementary and junior high LSSPs have been assigned to 2 campuses and high school LSSPs to one campus.
- • Prior to 2014, KISD employed 3-4 paid interns to assist with load.
- • LSSP staffing requests have been based on the opening of a new campus, resulting in adding 1-2 LSSPs per year which has not kept the pace of the Diag and SLP requests that have been based on enrollment. (i.e. average increase in 8 SLPs)
- • Increase in LSSPs and LSSP specialists would reduce liability for SPED complaints and due process due to psychological concerns.
- • Other assessment areas have dedicated evaluation teams to assist with increased requests as well as last minute referrals.

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Advocating for LSSP Positions in Katy ISD

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Scenario	Caseload (weekly LSSP time)
Elem LSSP Caseload (includes Gen Ed/504/SPED), not including meetings, trainings, and evaluations.	7-32 students
Junior High LSSP Caseload (includes Gen Ed/504/SPED), not including meetings, trainings, and evaluations.	27-39 students
High School LSSP Caseload (includes Gen Ed/504/SPED), not including meetings, trainings, and evaluations.	31-66 students

Projected SPED Numbers

Currently Served 8/1/18	8081	
Currently Served 1/24/19	9040	
Fall Initial Campus Evaluations	(1392)	Included in 9040
Projected Spring Initial Evaluations	1657	Based on 1392 and expected 19% increase from Spring initial evaluations (April and May referral data from previous 3 years)
Fall Initial PPCD evaluations	(127)	Included in 9040
Projected Spring Campus Evaluations	151	Based on 127 and expected 20% increase
Projected Total for August 2019 (9040+1375 (83% of 1657) +128 (85% of 151)	10,848	
KISD's projected 10% growth for transfer students	239	
Average of Initial Referrals over last 3 years Indicator 11 for projected number of Indicator 11 referrals for 2019-2020	1,678	
Average of Indicator 12 Referrals over last 3 years for projected number of Indicator 12 referrals for 2019-2020	194	
TOTAL	12,654	

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Staffing Proposals

Plan A- Full Time LSSP coverage on each campus. In addition to current role, could provide more behavioral intervention support (fill in gaps from limited behavior interventionists/specialists) to more severe students. Every KISD principal has made this specific request for the past 5 years. Add testing team to cover explosion of evaluation referrals in order to remain in Federal timelines. Add additional Developmental Assessment Team(DAT) members to manage volume of referrals in order to remain in Federal timelines.

Current Campus LSSPs	38
Current DAT	9
Current Testing Team	0
Needed Total LSSPs	68
Needed Total Testing LSSPs	5
Needed Total DAT Team	11
Request	**37 additional LSSP positions**

Plan B- Increased LSSP coverage on secondary campuses that have the greater mental health needs. Full time LSSP at OAC/BTP/Raines to assist with the increase in severe cases. Add testing team to cover explosion of evaluation referrals in order to remain in Federal timelines. Add additional Developmental Assessment team members to manage volume of referrals in order to remain in Federal timelines.

Current Campus LSSPs	38
Current DAT	9
Current Testing Team	0
Needed Total LSSPs	50
Needed Total Testing LSSPs	5
Needed Total DAT Team	11

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Page 6

Request	19 additional LSSP positions

Plan C- Increased LSSP coverage on high school campuses that have the greater mental health needs. Add testing team to cover explosion of evaluation referrals in order to remain in Federal timelines. Add additional Developmental Assessment team members to manage volume of referrals in order to remain in Federal timelines.

Current Campus LSSPs	38
Current DAT	9
Current Testing Team	0
Needed Total LSSPs	42.5
Needed Total Testing LSSPs	3.5
Needed Total DAT Team	11
Request	**10 additional LSSP positions**

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Katy ISD LSSP Support & Climate

- Monthly LSSP Psychological Services Department meetings

- Supervisor meetings (intern/practicum) each grading period

- Weekly Group Supervision for Interns & Weekly Special Topic presentation to Interns *in addition* to their 2hr weekly supervision

  ○ Rotations for different grade levels, PDAT, crisis, etc.

- Weekly Virtual office hours meetings for all LSSPs

- Monthly New Hire LSSP meetings

  ○ Evaluation review and campus visits for support

- Weekly Newly licensed LSSP meetings

  ○ Evaluation review and campus visits for support

Katy ISD LSSP Support & Climate

- Weekly S'more newsletters to all LSSPs from our Instructional Officer of Psychological Services with updates, news, links, and guidance.

- Visual Directory of all LSSPs

- Form for LSSPs to request specific support (campus visits, evaluation review, services review, meetings, organization support etc.)

- Testing Support Team

- CEU opportunities throughout the year as well as opportunities for LSSPs to present to the department, district, and Region 4.

  - EX. All LSSPs receive PREPaRE training, Ethics, and Diversity training. Advanced Certified Trauma &Resilience Practitioner certification offered.

- District recognized "LSSP of the Year"

Katy ISD LSSP Support & Climate

- Sunshine Committee to recognize important events

- Freudian Sips Committee for social events & Psych. Services Family Event

- Recommendation Bank Committee

- Goal Bank Committee

- Social Media Committee

- Book Study

- Saturday Testing and Report Writing Opportunities for extra pay

- Principal Memos regarding LSSP (ex. National School Psychology Week)

- Annual Department T-Shirts

Katy ISD Highlights

- Partnerships with police, counselors, social workers, and mental health providers

- Book club

- Staff newsletter

- Form for LSSPs to request specific support

- Testing support team

- Support and Climate
  - Sunshine Committee, Freudian Sips, Recommendation Bank, Goal Bank, Social Media Committee, Book Study, Extra Pay for Saturday testing and report writing, department t-shirts

Northside ISD Facts

- Student Population: 103,151
- 125 Schools
- 355 sq. miles
- Serves San Antonio, Leon Valley, Shavano Park, and Helotes, and extends into three counties
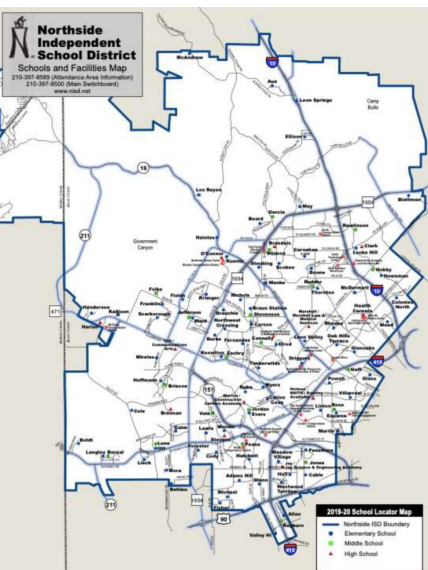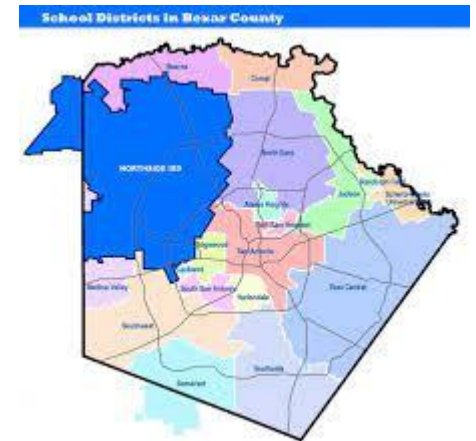
Psychological and Related Service Department Structure

Dr. Coleman Heckman

Dr. Laura Renken

Dr. Leigh Scott

Elementary Leads	**Middle School Leads**	**High School Lead**	**Speciality Leads**
Vicki Maldonado	Sarah Fox	Evie Barron	Brandi Craft - Behavior
Holly Wright	Kristan Wiegand		Melissa Allen-Jones - Counseling
Cathy Veith			Lizette Chapa - Bilingual
Elyse Green			Emily Willeford - Training and Development
Susan Melrose			Russell Lane - Dyslexia
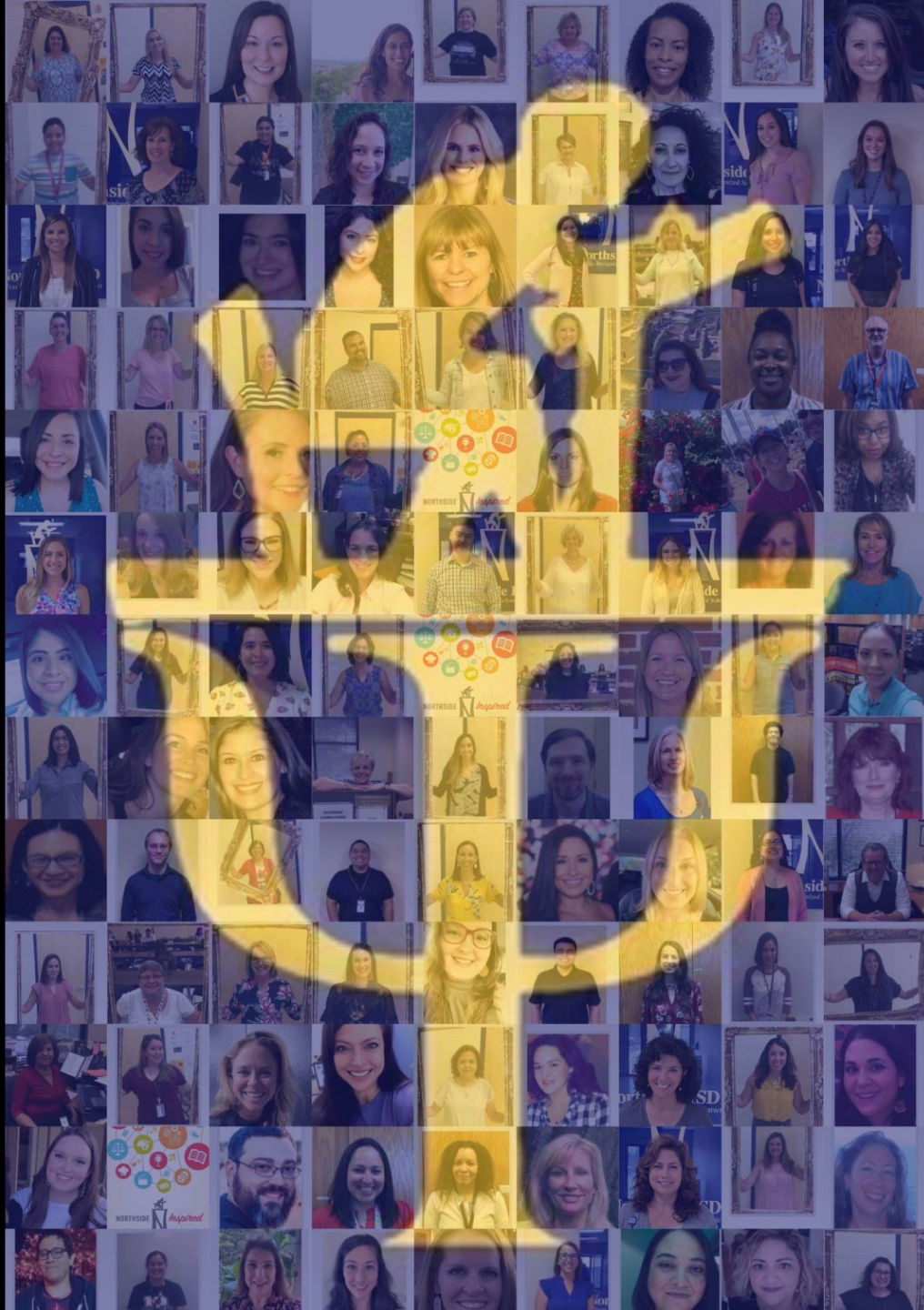
Application Process

Rationale
- Demonstrate areas of strengths and weakness
  - Strengths to be used in recruiting and training
  - Weaknesses to be used for training and advocacy

Cost/Benefit
- Benefits
  - Perks
  - Advocacy
  - Recognition
- Costs
  - Financial
  - Time to compile materials

Application Process

1. Sent out ESPS rubric as Google Doc to cluster leads
2. Supervisor and Training/Development lead met to consolidate responses
3. Documentation compiled to support responses from staff responses.

Estimated time: 20 minutes at cluster level, 2-3 hours for consolidation, few days (individually) for documentation collection.

Support and Climate

- Monthly staff meetings.

- Lead Meetings

- New hire meetings which begin weekly and phase out to monthly once new staff becomes acquainted with their roles.

- Cluster meetings

- Weekly 1-on-1 supervision of interns and new staff.

- Continuing education opportunities are provided within the Psychological and Related Services department.

- Our department is NASP approved to provide continuing education.

- Continuing education in our department takes different forms. For example, trainings during staff meetings, two full-day professional development days each school year, lunch-time "Brown Bag" sessions, and a counseling development cohort which meets nine times throughout the school year.

Parent Surveys

NISD Psychological Services Parent Feedback Form - Sarah ⬤⬤⬤

Hello,
Our department is continually looking for ways to improve and your feedback as a parent is of the utmost importance. This survey will take only about 2 minutes of your time and will help us provide better services in the future. Thank you very much for your help.

(Hola,
Nuestro departamento busca continuamente formas de mejorar y sus comentarios como padre son de la mayor importancia. Esta encuesta solo tomará unos 2 minutos de su tiempo y nos ayudará brindar mejores servicios en el futuro. Muchas gracias por su ayuda.)

---

1. Ms. ⬤ was easy to contact and responded to calls/emails in a timely manner.   (La *
Sra. ⬤ fue fácil de contactar y respondió a las llamadas / correos electrónicos de manera oportuna.)

○ Yes

○ No

○ N/A

---

2. Ms. ⬤ listened to my thoughts and concerns regarding my child.   (La Sra. ⬤ escuchó *
mis pensamientos y preocupaciones con respecto a mi hijo.)

○ Yes

○ No

---

3. Ms. ⬤ explained things in a way I could understand.   (La Sra. ⬤ explicó las cosas de *
una manera que yo pudiera entender.)

○ Yes

○ No

---

4. I would feel comfortable talking to Ms. ⬤ again if I needed to.   (4. Me sentiría cómodo *
hablando con la Sra. ⬤ de nuevo si fuera necesario.)

○ Yes

○ No

---

5. I feel that Ms. ⬤ truly cared about my child's well-being.   (5. Siento que la Sra. ⬤ *
realmente se preocupó por el bienestar de mi hijo.)

○ Yes

○ No

Please give any further comments (positive or negative) regarding your experience with Ms. ⬤
(Por favor, dé más comentarios (positivos o negativos) con respecto a su experiencia con la Sra. ⬤

Long answer text

If you have further questions, compliments, or comments and would like to be contacted by Ms. ⬤ supervisor, please provide your contact information (phone number or email):   (Si tiene más preguntas, cumplidos o comentarios y le gustaría ser contactado por el supervisor de la Sra. ⬤, proporcione su información de contacto (número de teléfono o correo electrónico):)

Long answer text

Parent Survey Feedback

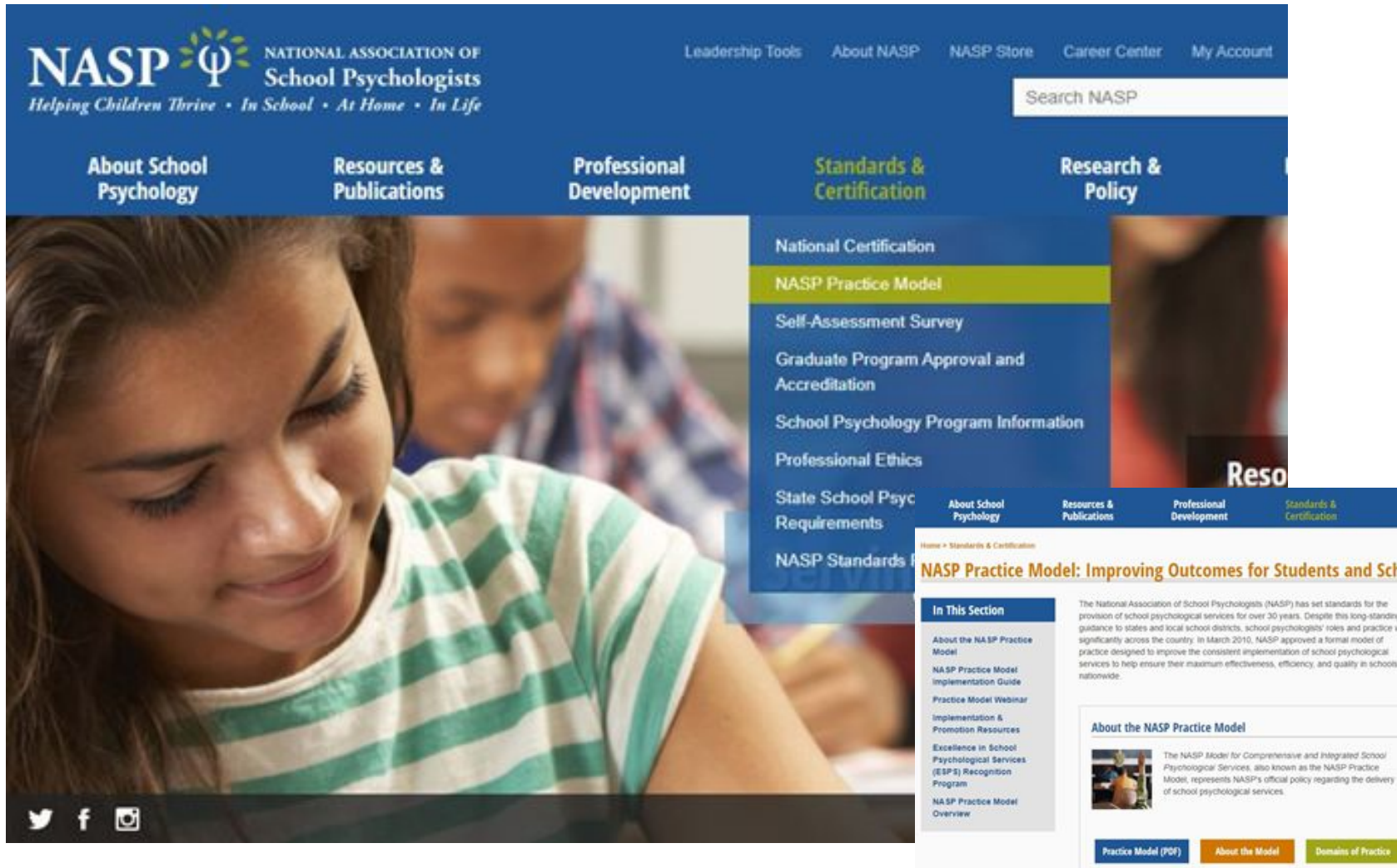|	B	C	D	E	F	G	H	I
1	amp	1. The LSSP was easy to contact and responded to calls/ emails in a timely manner.	2. The LSSP listened to my thoughts and concerns regarding my child.	3. The LSSP explained things in a way I could understand.	4. I would feel comfortable talking to the LSSP again if I needed to.	5. I feel that the LSSP truly cared about my child's well-being	Please feel free to give any further comments (positive or negative) regarding your experience with the LSSP:	If you have further questions, compliments, or comments and would like to be contacted by the LSSP's supervisor, please provide your contact information (phone number or email):
	6/18/2021 4:48:57	Yes	Yes	Yes	Yes	Yes	I truly feel she went above and beyond what is required for completing the job/ task and her true care and concern for children emanates.	
39	/20/2021 15:39:29	Yes	Yes	Yes	Yes	Yes		
40	9/3/2021 13:41:55	N/A	Yes	Yes	Yes	Yes		
41	9/5/2021 9:25:25	Yes	Yes	Yes	Yes	Yes		
42	9/10/2021 9:40:29	Yes	Yes	Yes	Yes	Yes		
43	9/14/2021 8:19:08	Yes	Yes	Yes	Yes	Yes		
44	/17/2021 11:38:59	Yes	Yes	Yes	Yes	Yes		
45	/15/2021 10:14:50	Yes	Yes	Yes	Yes	Yes	Ms. ~~was very~~ informative and made it very easy to talk to. She also worked very well with my child.	
46	/15/2021 14:50:41	Yes	Yes	Yes	Yes	Yes		
47	/21/2021 11:02:56	Yes	Yes	Yes	Yes	Yes		Very friendly
48	/26/2021 20:07:23	Yes	Yes	Yes	Yes	Yes		
49	1/2/2021 20:45:13	Yes	Yes	Yes	Yes	Yes	Everyone was so helpful and caring made the process so much easier.	
50	1/3/2021 16:26:28	Yes	Yes	Yes	Yes	Yes	She reassured me we would get the needed for my son to be successful	
51								

Example of Tracking Sheets

	LSSP	Student	Campus	Grade	Consent Date	Absences if >2	Due Date	Referral Source	Dysgraphia Requested?	Dyslexia Requested?	Complete?	Disability Categories Determined (Note Dyslexia Results if Applicable)
	E. Willeford		Myers	2nd	5/7/2021		9/29/2021	Parent	☐	☑	Yes	SLD/Dyslexia
	E. Willeford		Myers	5th	5/10/2021		9/30/2021	RTI/School	☐	☐	Yes	SLD
	E. Willeford		Myers	3rd	5/13/2021		10/5/2021	Parent	☐	☑	Yes	SLD/Dyslexia
	E. Willeford		Myers	5th	6/1/2021		10/22/2021	RTI/School	☐	☑	Yes	SLD/Dyslexia
	E. Willeford		Myers	4th	6/2/2021		10/25/2021	RTI/School	☐	☐	Yes	SLD
	E. Willeford		Myers	EE	8/24/2021		10/28/2021	Transfer	☐	☐	Yes	AU, SI
	E. Willeford		Myers	EE	9/14/2021		11/17/2021	Parent	☐	☐		
	E. Willeford		Myers	3rd	9/16/2021		11/19/2021	RTI/School	☐	☑		
	E. Willeford		Myers	KG	9/30/2021		12/10/2021	Parent	☐	☐		
	E. Willeford								☐	☐		
	E. Willeford								☐	☐		
	E. Willeford								☐	☐		
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	E. Willeford								☐	☐		

Tracking sheets also include pages for REEDs with testing, REEDs without testing, RtI meetings that do not result in referral, transfer reviews, and a page for addenda/MDRs/miscellaneous.

Advocacy Efforts

- District tradition of adding a new LSSP position whenever a new school is built.

Accessing ESPS Information

The Purpose of the Program

- Leverage school psychologists' training and expertise to improve services for students and schools.
- Systemic supports necessary to facilitate effective service delivery.
- Support implementation of the organizational principles defined in the NASP Practice Model and to acknowledge the success and progress of districts in meeting them

Why Apply?

- Highlight the efforts of districts
- Provide a continuous improvement framework
- Empower school psychologists

Benefits?

- Structured self-evaluation tool
- Method to engage in internal discussion and share the organizational principles with district administrators
- Mechanism to raise the profile of school psychologists in the district
- Tool to advocate for more effective organizational structures and supports
- Incentive benefits related to professional development
- Formal and public recognition
- Additional **incentives and benefits** for the districts that participate and earn levels of recognition.
- Quality feedback

Additional Incentives and Benefits

All districts that earn a designation of Emerging or higher will receive the following:

- Letter of recognition to central administration (copy to applicant, his/her supervisor, superintendent, school board president)
- Permission to use online seal reflecting level of award earned
- Framed certificate
- Adaptable Press Release for local media use
- Acknowledgment on the NASP website

All districts that earn a designation of Emerging or higher will also receive a gift card for the NASP Online Learning Center.

All districts that earn a designation of "Promising" or higher will also be given complimentary convention registration.

Professional Development

Incentives (perks) to support promotion of the recognition and staff professional development

Complimentary NASP convention registrations—based on the size of the district and the designation category for districts earning "Promising" or higher.
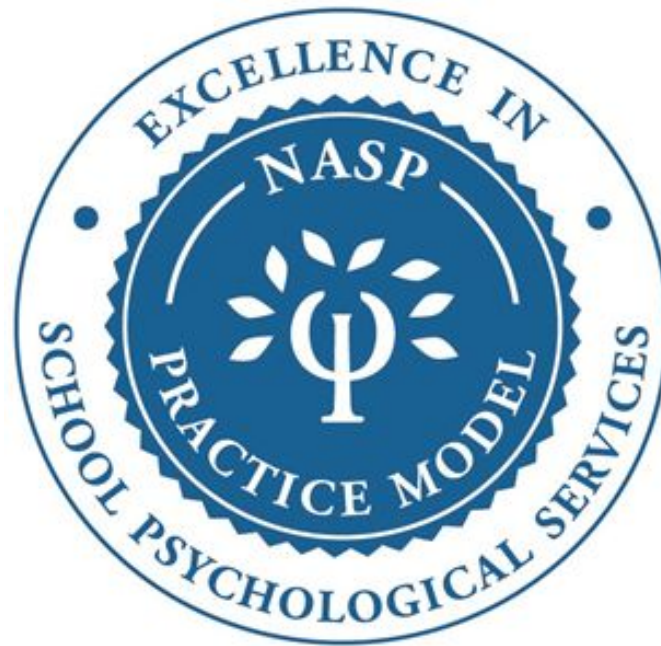
Create Buy-In

Types of Good Applicants (Districts)

Manage Expectations

ESPS Program as Self-Assessment

Appoquinmink

- Requesting Student Support PPT- lists who does what

- Guidance for mentors- Delaware Department of Education (6.2)

- Summary of school psychologist roles excel (6.3)

Questions/Comments

Percentage of Points Earned by Principle area (across 7 districts)

Principle 1											
Item	1.1 (a)	1.1 (b)	1.2	1.3 (a)	1.3 (b)	1.4	1.5 (a)	1.5 (b)	1.6 (a)	1.6 (b)	Mean	STDV
Percentage of points earned	86%	29%	57%	71%	57%	50%	43%	57%	54%	71%	58%	16%

Principle 2					
Item	2.1	2.2	2.3	2.4	Mean	STDV
Percentage of points earned	86%	71%	86%	86%	82%	7%

Principle 3											
Item	3.1 (a)	3.1 (b)	3.1 (c)	3.2	3.3 (a)	3.3 (b)	3.3 (c)	3.4 (a)	3.4 (b)	3.4 (c)	Mean	STDV
Percentage of points earned	86%	71%	43%	48%	100%	100%	100%	71%	71%	86%	78%	21%

Principle 4									
Item	4.1 (a)	4.1 (b)	4.2 (a)	4.2 (b)	4.2 (c)	4.3	4.4 (a)	4.4 (b)	Mean	STDV
Percentage of points earned	100%	71%	57%	71%	0%	86%	100%	86%	71%	32%

Principle 5							
Item	5.1	5.2	5.3	5.4	5.5	5.6	Mean	STDV
Percentage of points earned	71%	29%	86%	29%	57%	86%	60%	26%

Principle 6					
Item	6.1	6.2 (a)	6.2 (b)	6.2 (c)	6.3	Mean	STDV
Percentage of points earned	86%	86%	71%	43%	86%	74%	19%

What does this data indicate?

- Districts struggle most with the following:
  - 1.1(b)
    - Use of a **strategic plan** that specifically guides the delivery of school psychological services
  - 1.4
    - **Contractual school psychological services**, if used at all, are used to supplement and enhance the psychological services provided by school-employed school psychologists
  - 1.5(a)
    - Evidence of **systematic evaluation of services** across the district using the NASP Practice Model as a framework
  - 3.1(c)
    - **School or role assignments** within the district are made based upon a match between **school psychology competencies** and need of the **makeup of the student populations** that they serve
  - 3.2
    - The **ratio of school psychologists to students** does not exceed 700:1 or lower to meet student needs and allows for a comprehensive range of school psychological services
  - 4.2(c)
    - School psychology supervisors and school psychologists **obtain input and feedback from relevant community stakeholders** in the planning and delivery of school psychological services
  - 5.2
    - **Varying supervision strategies** by qualified and credentialed school psychologists are utilized based on **consideration of the experience and skill level of the school psychologists**
  - 5.4
    - The **impact of school psychological services** on student outcomes **is considered and evaluated**
  - 6.2(c)
    - **Supervision** includes feedback to the school psychologist on **new skill development and acquisition**

General recommendations

- Application should be filled out by a minimum of 2 to 3 people
- When you are citing a document as evidence, use specific references to the item line, quotes, page number, etc.
- You may use documentation such as photos, screenshots from websites, excerpts from letters, brochures, pamphlets, meeting notes, meeting agendas, etc.
- You may use student and school-wide systems data
- Try and provide evidence that demonstrates systemic trends vs. one person demonstrations.
- Use the scoring rubric as your guide and consider the examples of evidence.
- Include roles (job title) when referencing people's name in evidence examples.
- Using a narrative voice while describing the evidence will be helpful for the reviewers.
- Although the response matrix only asks for the name of the person submitting the application, it may be helpful to indicate the name and role of each contributor.
- Provide a glossary for acronyms used.

Feedback from reviewers

- Submissions are reviewed by two independent reviewers
- Specific feedback in areas for improvement are provided
- This information can be taken back to the district to improve future applications and practices in the district