

Strategic Plan 2019-2024

The mission of the Florida Association of School Psychologists is to advocate for the mental health and educational development of Florida's children, youth, and families and to advance the profession of school psychology.

Organizational values: maximizing child and youth development. Diversity. Advocacy. Collaboration.

Vision: "Florida's children, youth and families will thrive academically, behaviorally, and emotionally, while progressing through the sunshine state's educational system."

| Strategic Priority #1: Address the Critical Shortage of School Psychologists in Florida | | |
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| <p>Goal:</p> <p>Reduce the current school psychologist to student ratio by 10 percent (1:1,765) in the next five years (2024).</p> | <p>Baseline Data:</p> <p>1:1,961 is the average state-wide ratio of school psychologist to students (2018-19 SY)</p> | <p>Target Results and Outcomes:</p> <p>Florida should have an overall ratio that is consistent with the national average of 1:1380 (as of 2018) and, ultimately, NASP's recommendation of 1:700.</p> |
| <p>Objective:</p> <p>Monitor statewide school psychologist to student ratio</p> <p>Recommend changes to current DOE regulatory language to separate support professionals from other teaching professionals</p> <p>Advocate for all students having access to quality school-based mental health services</p> | <p>Strategy:</p> <p>Promote the field of school psychology and school psychologists as school-based mental health professionals.</p> <p>Progress monitor workforce shortages and disseminate annual reports regarding shortages.</p> <p>Develop and maintain close relationships with allied school-based mental professionals including school social workers, school counselors, school nurses, school administrators, and superintendents.</p> | |

Strategic Priority #2:

Expand and Increase School-Based Behavioral and Mental Health Services

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| <p>Goal:</p> <p>Have school psychologists be identified by all district supervisors, superintendents, and state legislators as essential members of school-based mental health and threat assessment teams. Expand mental health programming for youth across the state.</p> | <p>Baseline Data (2017-18 SY):</p> <p>Currently, suicidality is on the rise for youth in Florida. According to the 2017 YRBS, 13.8% of high school students and 39.5% LGBTQ high schoolers seriously considered attempting suicide, while 7.6% and 22.5%, respectively, attempted.</p> <p>YRBS (2017 data) also indicated that 27.8% of Florida's high school students reported feelings of sadness and/or hopelessness. This figure was doubled (57.8%) for students who identified as gay, lesbian, or bisexual.</p> <p>https://www.cdc.gov/healthyouth/data/yrbs/pdf/2017/ss6708.pdf</p> <p>The Baker Act Task Force report indicated that the number of youth involuntarily committed increased 49% over the last five years and that 22% were initiated in schools.</p> | <p>Target Results and Outcomes:</p> <p>All school-based professionals will identify school psychologists as essential members of school-based mental health and threat assessment teams. Suicide rates for youth in the state will be on the decline.</p> |
| <p>Objective:</p> <p>Reduce suicidality for youth in Florida. See increases in the recognition of school psychologists as essential members of school-based mental health and threat assessment teams.</p> | <p>Strategy:</p> <p>Gain an understanding of the perceptions of the roles of school-based mental health professionals, including school psychologists, from fellow educators, parents/families, school communities, and the general public.</p> | |

Strategic Priority #3:

Promote Safe and Healthy School Climates

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| <p>Goal:</p> <p>Improve school safety (as indicated by SESIR data) and chronic absenteeism, as well as ensure school climate is being evaluated across all districts.</p> | <p>Baseline Data (2017-18 SY):</p> <p>SESIR data indicated a total of 71,246 total incidences, with 23,444 (32.9%) reported to law enforcement. 19,372 (27.2%) of the reported incidences were related to fighting and 2,962 (4.2%) were related to bullying.</p> <p>http://www.fldoe.org/safe-schools/discipline-data.stml</p> <p>According to the YRBS (2017 data), 10.2% of Florida high school students reported not going to school because they felt unsafe.</p> <p>According to the FLDoE (2015-16 SY), 10.10% of students in Florida were chronically absent (i.e., absent 21 or more days in a school year).</p> <p>Beginning in 2018, annual school safety plan allocations will outline school climate and safety initiatives within each district.</p> | <p>Target Results and Outcomes:</p> <p>Create/update FASP publications that promote learning environments free from discrimination, harassment, aggression, violence and abuse (e.g., bullying, support for LGBTQ youth, school violence prevention, civil rights protections, and culturally competent practices).</p> |
| <p>Objective:</p> <p>Educate the public on factors/programs that naturally prevent violence and ensure student access to wellness promotion, prevention and intervention services, and a social environment that welcomes and celebrates diversity.</p> <p>Advocate for a balanced approach (using both hard and soft measures) to promote school safety.</p> <p>Research and promote evidence-based practices that create and maintain school environments. Align practices with existing funding sources (e.g., ESSA, SB 7026) with existing legislative and monetary sources to provide further support for such initiatives.</p> | <p>Strategy:</p> <p>Identify real-world examples of schools in which safe and healthy climates are evident (e.g., practitioner or district implemented SEL programs, Start with Hello activities, Challenge Days, YMHFA, etc.).</p> <p>Use publications to advocate for and to secure ongoing statewide allocations/funding to support school climate programming and to fill vacant school psychologist positions.</p> | |

Strategic Priority #4:

Ensure Fair and Equitable School-Based Practices

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| <p>Goal:</p> <p>Decrease disproportionality among students within Special Education identification, gifted and talented programming identification, disciplinary practices, and achievement outcomes.</p> | <p>Baseline Data (2017-18 SY):</p> <p>Florida currently suspends 5% of students out of school with Black students being 2.29 times more likely to be suspended when compared to White peers. Students with disabilities were 1.17 times more likely to be suspended when compared to general education peers. Black students with disabilities were 2.45 times more likely than peers to be suspended.</p> <p>http://www.fldoe.org/safe-schools/discipline-data.stml</p> <p>When examining students with disabilities, 14% of students were identified with Black students being 1.98 times more likely to be identified as IND, 2.10 times more likely to be identified as EBD, and 1.34 times more likely to be identified as SLD.</p> <p>http://www.fldoe.org/core/fileparse.php/7672/urlt/SEAPProfile18.pdf</p> <p>During the 2017-18 SY, the Florida Department of Juvenile Justice (DJJ) reported a total of 7,405 school-based arrests of 6,737 students.</p> <p>http://www.djj.state.fl.us/research/reports/reports-and-data/interactive-data-reports/delinquency-in-schools/school-delinquency-profile</p> | <p>Target Results and Outcomes:</p> <p>Determine and gradually increase the number of districts that report the use of restorative and alternatives to suspension practices.</p> <p>According to the <u>International Institute for Restorative Practices (RP)</u>, RP is a social science that studies how to build social capital and to achieve social discipline through participatory learning and decision making.</p> <p>Alternatives to suspension practices are proactive strategies, which are embedded into a school's existing preventative school-wide culture framework (e.g., PBIS or SEL), to reduce office discipline referrals, suspensions and expulsions. Examples include: problem solving, skill modules, behavior contracts, counseling, restitution, community services, in-school suspension, and alternative programming.</p> <p>Collectively, these approaches promote the teaching, modeling and acknowledgement of desired behaviors in students.</p> |
| <p>Objective:</p> <p>Advocate on behalf of and promote practices that decrease the number of OSS and school-based arrests that occur on an annual basis.</p> <p>Decrease risk ratios in student outcome data (i.e., Special Education identification numbers, disciplinary practices, and academic achievement)</p> | <p>Strategy:</p> <p>Promote equity for ALL students through grassroots advocacy efforts targeting local school districts/boards and holding them accountable for disproportionate outcomes.</p> | |

Strategic Priority #5:

Engage in Professional Advocacy

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| <p>Goal:</p> <p>Increase member participation at local, state, and national levels in advocating for the profession of school psychology.</p> | <p>Baseline Data (2019 SY):</p> <p>NASP hosted their inaugural Virtual Hill Day, resulting in 90 participants (13% of membership) from Florida who generated 180 letters to US Congressmen.</p> | <p>Target Results and Outcomes:</p> <p>Educate the general membership about the importance of grassroots advocacy efforts in order to gain more interest and involvement and establish a consistent engagement of at least 20% of FASP's active members</p> |
| <p>Objective:</p> <p>To provide members and non-members the tools (data, issues, policy makers, access, etc.) needed to for them to support school psychology at each level.</p> | <p>Strategy:</p> <p>To gather and aggregate data, issues, and legislation related to the practice of school psychology in Florida and create actionable tasks to be completed by the board, members, and community partners.</p> | |