**Desired Outcomes**

School psychologists will deepen their knowledge of:

- What it means to be a school psychologist employed by a Local Education Agency (LEA) and the different types of LEAs that exist (district v. charter)
- The role of the school psychologist within the Thread of Educational Benefit
- SELPA resources related to the field of school psychology
- “Hot Cases” and current legal trends
- The SELPA’s School Psychologist Professional Learning Community (PLC)
Agenda

• Welcome and Introductions
• Ice Breaker: Feelings Tree
• Supporting a Charter School as School Psychologist
• The Thread of Educational Benefit for School Psychologists
• Activity: Resources for School Psychologists
• Break: 10:10-10:15
• Legal Trends and Hot Topics for School Psychologists presented by Heather Edwards, Esq.
• Q&A
• Closing

Presenters

Katelyn James
Program Specialist
Northern California

Lauren Bechtol
Program Specialist
Southern California
**Instructions**

Please raise your hand and we will call on you.

**Windows**: You can also use the *Alt+Y* keyboard shortcut to raise or lower your hand.

**Mac**: You can also use the *Option+Y* keyboard shortcut to raise or lower your hand.

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**Feelings Tree Activity**

Identify the number of the person that best reflects your feelings at this moment.

Be ready to share in the chat.
Supporting a Charter School v. School District

What is a SELPA?

• Types of SELPAs
  • Single District
  • Multi-District
  • District/County
  • SELPA by County
  • Charter SELPA
Structure in California

**SELPA**
- Receives and allocates State and Federal funds.
- Develops a plan for educating all students with disabilities, enabling districts to share services.

**LEA/District**
- Participates in SELPA governance.
- Carries legal responsibility for special education.
- Receives and spends or allocates Special Education funds.

**SCHOOL**
- Supports service delivery for students at the school site.

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**District**

- Supports service delivery for students at the school site.
Two Types of Partners (Charter)

Single Charter Partner
Organizational Charter Partner

Single Charter Partner
Charter school with one site
(CDS code)
Two Types of Partners (Charter)

- Organization with one Chief Executive Officer (CEO) position (or one governing board).
- Non-profit corporation with one CEO position (or one governing board).
- ... and more than one charter with partnership in the Charter SELPA (multiple CDS codes).

Organizational Charter Partner
What type of support have you engaged in with the SELPA?

The Thread of Educational Benefit: Considerations for School Psychologists
What is... 
**Educational Benefit?**

**Defining Educational Benefit**

- Standards
- Assessment
- Present Levels
- Identify Needs
- Goals and Objectives
- Services
- Progress

*Access to Instruction*
The IEP is not a form.

Chief Justice John Roberts in his opinion published in the Endrew F v Douglas County decision, rendered by the Supreme Court in 2017
Defining Educational Benefit

Access to Instruction

Standards | Assessment | Present Levels | Identify Needs | Goals and Objectives | Services | Progress

The Standard is the Learning Target

- Understand the grade-level content standard for the grade in which the student is enrolled or would be enrolled based on age.
- Identify the intent of the standard.
- Identify what the standard is stating a student must know and be able to do.
- Chunk the standard into the core skills that are required of the student.
Assessment

• Informs eligibility determinations.
• Must be completed for each area of suspected disability.
• Provide data related to a student’s present levels in the classroom, home, and community settings.
• Should establish baseline data for annual goals and progress monitoring.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

• Describe the student’s strengths and interests in relation to participation and progress in the general education curriculum.
• Address all areas, including those not assessed or not a current concern.
• Include educational concerns of the family.
Identify All Needs from Assessment Data and Present Levels

- Lists the needs that were identified by assessment.
- Establishes the identified needs that are based on the student’s disability.
- Identifies academic needs as well as behavioral, social-emotional, functional, vocational, etc.
- A goal/objective may be written for each area of identified need.
- An IEP is reasonably calculated to enable appropriate progress.
Measurable Goals/Objectives: Example

- Baseline
- By When
- Who
- Does What
- Given What/Under What Conditions
- Measured By
- Level of Mastery

Baseline: Teacher observations and data collection indicate that Ariana yells during instruction an average of 5 times per period and has received 9 office referrals this trimester.
Goals and Objectives

Goal: **By 12/2/2021**, Ariana will implement a predetermined coping strategy (i.e. writing thought on post-it, getting a drink of water, raising hand to be called upon) when given a nonverbal signal instead of yelling out in class, as evidenced by reducing class disruptions to 1 (or less) per period and reducing office referrals to less than 2 per trimester.

Measurable Goals/Objectives: Example

- Baseline
- **By When**
- **Who**
- Does What
- Given What
- Measured By
- Level of Mastery

Goal: By 12/2/2021, **Ariana** will implement a predetermined coping strategy (i.e. writing thought on post-it, getting a drink of water, raising hand to be called upon) when given a nonverbal signal instead of yelling out in class, as evidenced by reducing class disruptions to 1 (or less) per period and reducing office referrals to less than 2 per trimester.
**Measurable Goals/Objectives: Example**

- **Baseline**
- **By When**
- **Who**
- **Does What**
- **Given What**
- **Measured By**
- **Level of Mastery**

**Goal:** By 12/2/2021, Ariana will implement a predetermined coping strategy (i.e. writing thought on post-it, getting a drink of water, raising hand to be called upon) when given a nonverbal signal **instead of yelling out in class**, as evidenced by reducing class disruptions to 1 (or less) per period and reducing office referrals to less than 2 per trimester.
Goal: By 12/2/2021, Ariana will implement a predetermined coping strategy (i.e. writing thought on post-it, getting a drink of water, raising hand to be called upon) when given a nonverbal signal instead of yelling out in class, as evidenced by reducing class disruptions to 1 (or less) per period and reducing office referrals to less than 2 per trimester.
Services and Supports

- Decisions about services are aligned with Least Restrictive Environment.
- Services and supports are designed in such a way as to progress towards student independence.
- The services and supports allow the student to be educated with typically developing peers and have access to the general education curriculum to the maximum extent possible.

*Services may be provided by a qualified intern under the direct supervision of an individual who holds the appropriate credential authorization (5 CCR 3051).*
Progress

• Measured and reported.
• Includes a variety of formal and informal assessment results, classroom assessments and progress towards all goals.
• Progress is reported consistently to the student and family.
• Based on progress, the IEP goals may be adjusted.
• Monitoring progress may lead to the discovery of unidentified areas of need.

Progress

• Assessment can be triggered at any time.
• Assessments are not solely determined based on initial and triennial referrals.
How can understanding the thread of educational benefit assist us when having discussions with other IEP team members?

Activity: Scavenger Hunt!

Instructions:
**Activity: Scavenger Hunt!**

**Instructions:**

2. In your breakout room:
   - Assign a facilitator/time-keeper and note-taker/reporter
   - Complete the School Psychologist Scavenger Hunt
   - Be prepared to share out one thing you learned from reviewing the resources

**Hot Topics and Legal Trends in School Psychology**

Presented by Heather Edwards, Esq.
More to Come on Day 2: Charter School Psychologist PLC

Behavior Intervention Services Through the Lens of Educational Benefit
- Katelyn James
  Program Specialist

Supporting Students with Dyslexia in the School Setting
- Jennifer Parker
  Program Coordinator

Upcoming PL Opportunities

School Psychologist Portal
Welcome to the School Psychologist Portal where you can access all modules and materials used during the training series.

Thank you for participating in the EL Dorado SELPA’s School Psychologist Academy. Participants in the 2021-2022 School Psychologist Academy will deepen their knowledge of: 
Save the Date:
School Psychologist PLCs

9/9/21  12/9/21  2/1/22  5/12/22
Thank you!