

**SCHOOL
PSYCHOLOGIST
ACADEMY**
Fall 2022

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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
- Writing Legally Defensible and Helpful Reports
- "Hot Cases" and current legal trends in the field of school psychology
- The SELPA's School Psychologist Professional Learning Community (PLC) structure

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Agenda, Day One

- Welcome and Introductions
- Ice Breaker: Feelings Tree
- Supporting a Charter School as School Psychologist
- The Thread of Educational Benefit for School Psychologists
- Break: 9:45-10:00
- Report Writing, presented by Jenny Ponzuric
- Closing

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Agenda, Day Two

- Welcome Back
- Hot Topics in the field of School Psychology, presented by Heather Edwards, Esq.
- Break: 10:30am-10:45am
- Question & Answer Session
- Closing

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Presenters



Katelyn James
Program Specialist
Northern California



Lauren Bechtol
Program Specialist
Southern California



Marissa Thompson
Program Specialist
Southern California

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Guest Presenters



Jenny Ponzuric, LEP
Day One
Writing Legally
Defensible and Helpful
Reports

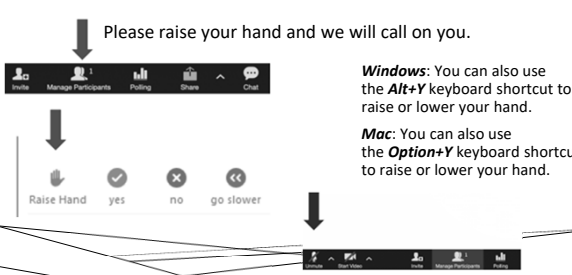


Heather Edwards, Esq.
Day Two
Hot Topics (Legal)

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Instructions

Please raise your hand and we will call on you.

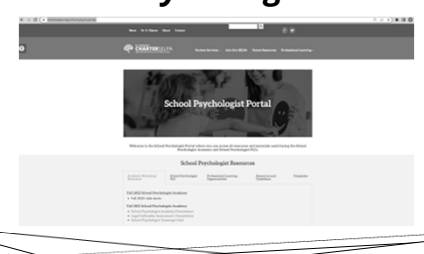


Windows: You can also use the **Alt+Y** keyboard shortcut to raise or lower your hand.

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

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School Psychologist Portal




<https://charterseipa.org/school-psych-portal/>

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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.



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Supporting a Charter School v. School District

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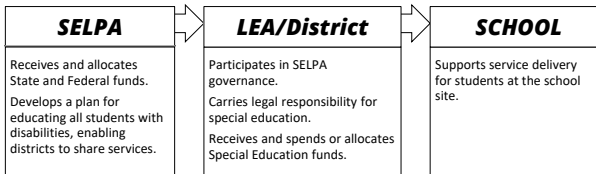
What is a SELPA?



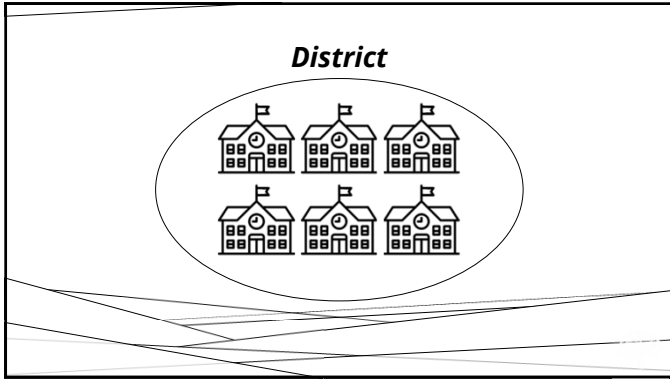
- Types of SELPAs
 - Single District
 - Multi-District
 - District/County
 - SELPA by County
 - Charter SELPA

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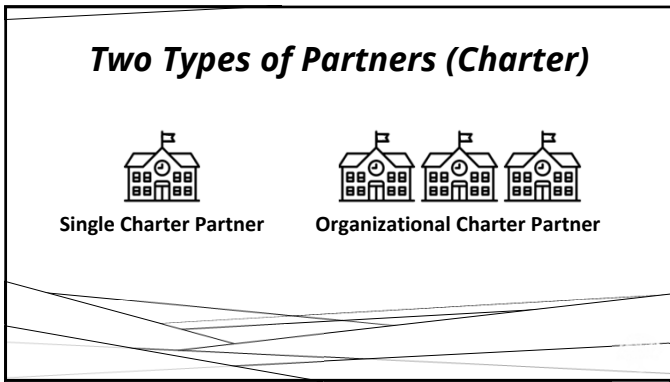
Structure in California



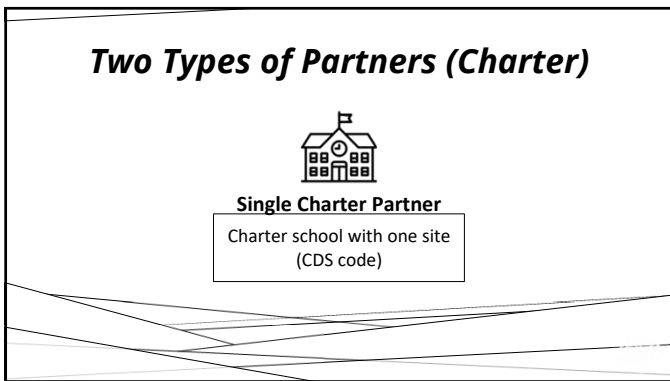
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Two Types of Partners (Charter)



Organizational Charter Partner

- 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).

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Program Specialists

Program Technicians

Business Services

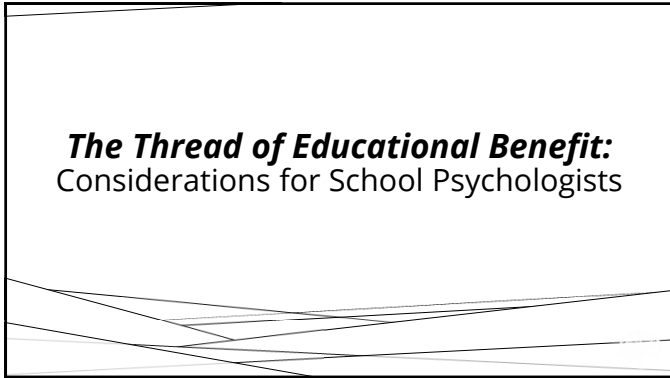


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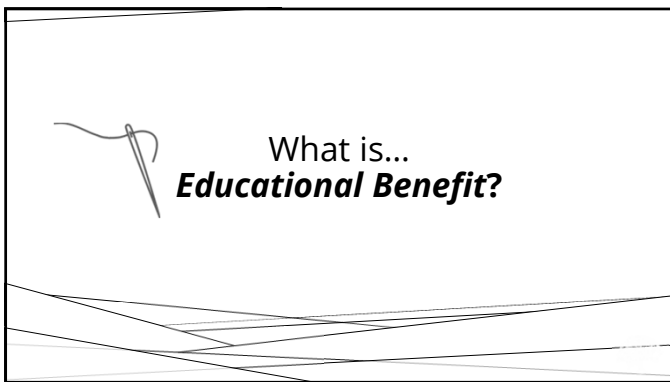


What type of support have you engaged in with the SELPA?

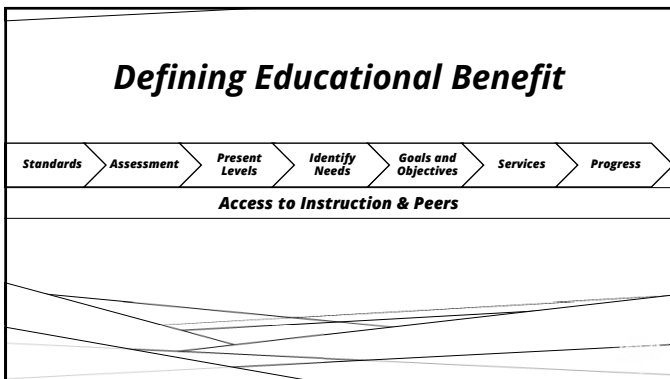
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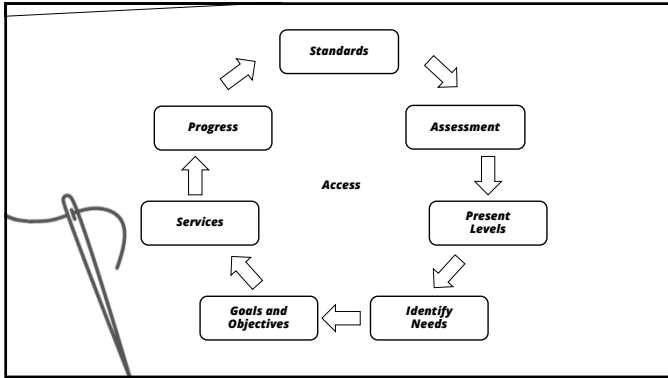
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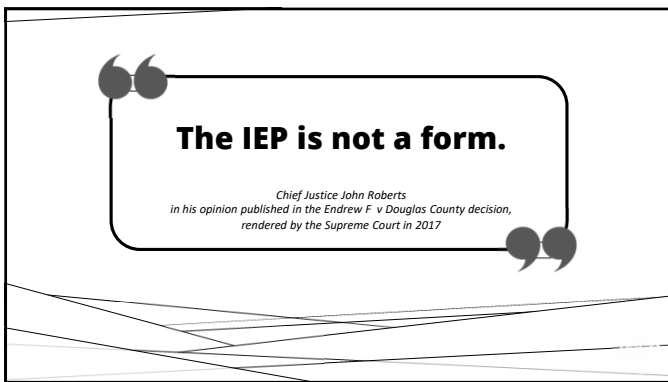
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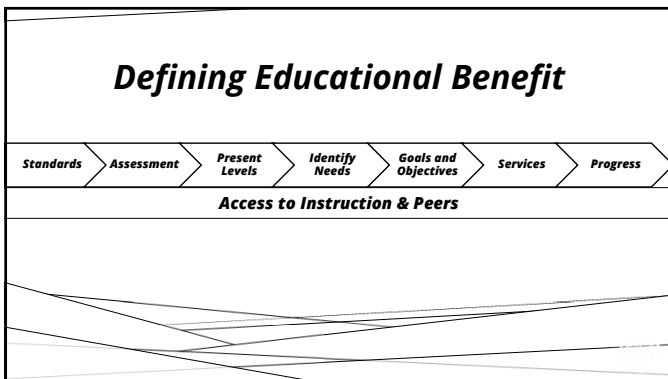
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Standards Assessment Present Levels Identify Needs Goals and Objectives Services Progress

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.

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Standards Assessment Present Levels Identify Needs Goals and Objectives Services Progress

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.

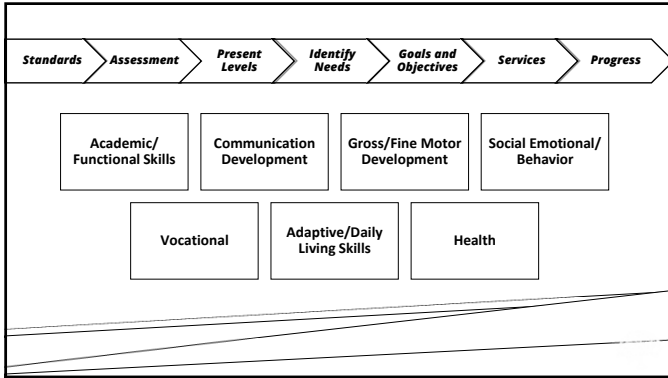
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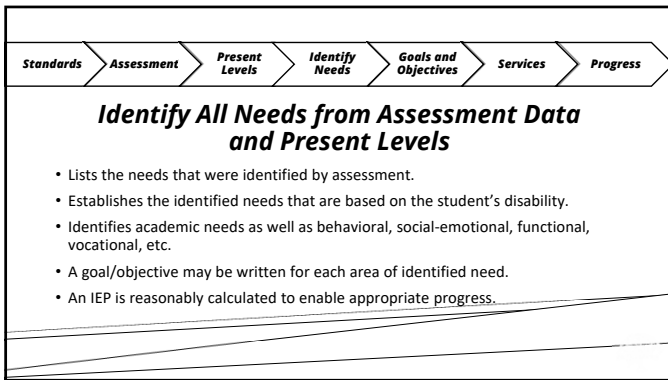
Present Levels of Academic Achievement and Functional Performance (PLAAPF)

- 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.

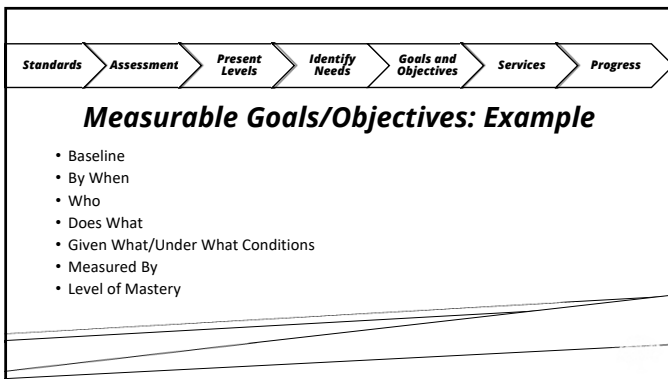
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Standards Assessment Present Levels Identify Needs Goals and Objectives Services Progress

Measurable Goals/Objectives: Example

- Baseline
- By When
- Who
- Does What
- Given What
- 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.

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Goal: By 12/2/2023, 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.

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Standards Assessment Present Levels Identify Needs Goals and Objectives Services Progress

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.

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	SEIS Code	LEP	PPS: School Psych.	Licensed Clinical Psych.	MFT	LCSW: Social Worker	PPS: School Social Work	PPS: School Couns.	LPCC: Lic. Prof. Clinical Couns.	Board Cert. Lic. Psych.	Ed. Sp.	Health and Nursing Services Credential
Individual Counseling	510	X	X	X	X*	X*		X	X*	X		
Counseling and Guidance	515	X	X	X	X*	X*		X	X*	X		
Parent Counseling & Training	520	X	X	X	X*	X*	X	X	X*	X	X	X
Social Work Services	525			X	X*	X*	X		X*	X		
Psychological Services	530	X	X	X	X	X						

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

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Standards Assessment Present Levels Identify Needs Goals and Objectives Services Progress


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.

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Standards Assessment Present Levels Identify Needs Goals and Objectives Services Progress

Progress



- Assessment can be triggered at any time.
- Assessments are not solely determined based on initial and triennial referrals.

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Hot Topics and Legal Trends in School Psychology

Presented by Heather Edwards, Esq.

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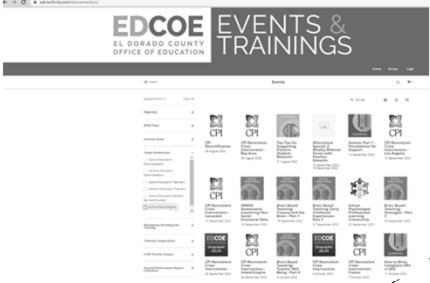
**More to Come on Day 2:
Legal Hot Topics**



Heather Edwards, Esq.
Day Two


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Upcoming PL Opportunities



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**Save the Date:
School Psychologist PLCs**



10:00am-11:30am

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DCN PL Offerings:

- Universal Design for Learning in the age of MTSS (9/16)
- ERMHS Assessment Data (9/16)
- Social Emotional Learning (9/30)
- Behavior Supports for the Whole Class (10/24)
- Creating Effective BIPs- Part 1 (10/28)
- Creating Effective BIPs- Part 2 (12/1)
- Function to Reinforcement: *A deep dive to the how and what of difficult behavior* (12/2)
- ADHD: What it is and what it isn't (1/13)
- California Dyslexia Guidelines (1/20)
- The Impact of Trauma (2/7)
- How to Interpret Psycho-Ed Reports for Teachers (2/14)
- Interdisciplinary Assessment of Girls with Suspected Autism (2/24)
- A Culturally Responsive Approach to Working in Schools (4/27)
- Interventions for Anxiety, Stress, and Trauma (5/1 & 5/2)

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Submit your Questions for Thursday's Q&A Session!
<https://forms.gle/HHUoidhLt7iwRpi9>

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Thank you!



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