



Public Schools of North Carolina

Understanding DPI Licensure Parameters

***Information for School Psychologists and
Supervisors of School Psychologists***

Summer Webinar Series

NC Department of Public Instruction

Exceptional Children Division

July 14, 2016

Role of School Psychologists

In NC, our practice is guided by:

National Practice Model

NC General Statute(s)

NC State Board of Education Policy

NC Professional School Psychology Standards



NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for Services by School Psychologists



HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

To learn more about the NASP Practice Model, visit www.nasponline.org/practicemodel



NC Professional School Psychology Standards

Standard 1

Demonstrate Leadership

Standard 2

Promote a respectful environment for diverse populations

Standard 3

Use their knowledge to improve student achievement

Standard 4

Support student learning through the use of systematic problem-solving

Standard 5

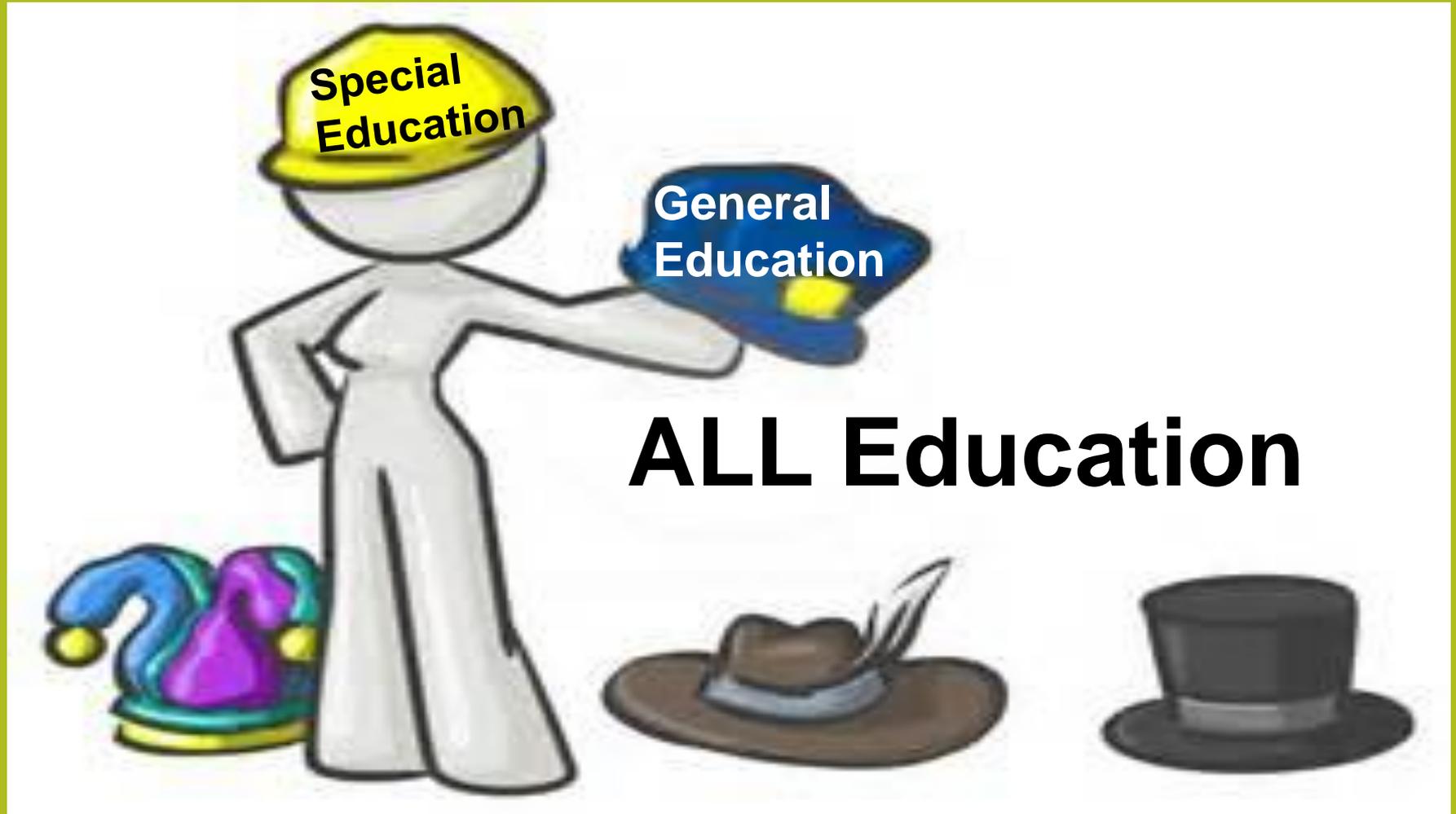
Reflect on their practice

To learn more about the North Carolina Professional School Psychology Standards, visit

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/school-psych-standards.pdf>



Services to ALL Students



Accessing School Psychological Services

- Hire certified school psychologist(s) as regular salaried employee(s)
 - Requirement - Professional Educator's License issued through SBE/NCDPI
- Contract with licensed psychologist(s)
 - Requirement - License to practice psychology issued through NC Psychology Board

Some practitioners hold both licenses



NC DPI Professional Educator's License – School Psychologist

All LEA employed school psychologists *must* have this license.

Requirements:

- Completion of an approved program in school psychology at the sixth-year level
 - Includes completion of required coursework, research and internship (usually 1200 hour internship)
- [ETS/Praxis in School Psychology](#)
 - Qualifying score in NC - 147



School-Based Practice

In NC, our practice is guided by:

National Practice
Model

NC General
Statute(s)

NC State Board of
Education Policy

***NC Professional
School
Psychology
Standards***



Private Practice

- Different licensing authority
 - NC Psychology Board
- Different regulating authority
 - NC Psychology Practice Act



NC Psychology Practice Act

90-270. 1. Title; purpose.

(a) This Article shall be known and may be cited as the “Psychology Practice Act.”

(b) The practice of psychology in North Carolina is hereby declared to affect the public health, safety, and welfare, and to be subject to regulation to protect the public from the practice of psychology by unqualified persons and from unprofessional conduct by persons licensed to practice psychology.

<http://www.ncpsychologyboard.org/Office/PDFfiles/PRACACT.pdf>



School Psychologists and NC Psychology Practice Act

90-270. 4. Exemptions to this Article.

(c) Persons certified by the State Board of Education as school psychologists and serving as **regular salaried employees** of the Department of Public Instruction or local boards of education are **not required to be licensed under this Article in order to perform the duties for which they serve the Department of Public Instruction or local boards of education**, and nothing in this Article shall be construed as limiting their activities, services, or titles while performing those duties for which they serve the Department of Public Instruction or local boards of education.

<http://www.ncpsychologyboard.org/Office/PDFFiles/PRACACT.pdf>



School-based vs. Private Practice

- NC DPI licensed school psychologists:
 - Are licensed under the authority of the state board of education
 - May perform all required duties of practicing school psychologists, within the context of their employment with a local board of education
 - Are not required to hold a license issued through the NC Psychology Board



School-based vs. Private Practice

- School psychologists holding SBE/DPI issued professional educator's license *only*:
 - May not practice psychology outside of their “regular salaried employer”
 - Doing so would remove their exemption from the NC Psychology Practice Act
 - This type of practice places a school psychologist at-risk for practicing psychology outside of their licensure parameters



Scenarios and Potential Solutions

Scenario:

School Psychologist is employed in LEA “A” and is asked to provide services to a neighboring LEA (“B”) on a per case basis to meet the need for additional school psychological services in LEA B.

Potential Solution:

Within the school psychologist’s existing contract with LEA “A” would need to be written the parameters with which to serve LEA “B.”

- This would include the reduction of work in LEA “A” to account for the addition of work in LEA “B” (not above and beyond, but in replacement of)

**If the need arises mid-year, an amendment to the school psychologist’s existing contract would need to be made and agreed upon by all parties.



Scenarios and Potential Solutions

Scenario:

2 small LEAs/charter schools who are close in proximity to one another have had a difficult time obtaining funds for school psychologist positions. They all contract with various private psychologists in order to meet their assessment needs, but would like to be able to access more consistent and comprehensive services from a trained school psychologist.

Potential Solution:

The LEAs/charter schools could consider pooling funds in order to employ a school psychologist who serves both LEAs/charter schools. The source of funding could stream through one of the LEAs in this situation.



Scenarios and Potential Solutions

Scenario:

A retired school psychologist is not licensed by the NC Psychology Board, but does maintain a current (DPI issued) professional educator's license as a school psychologist and is interested in providing services to an LEA/charter school.

Potential Solution:

The LEA/charter school may establish partial-employment with this professional, which would allow the individual to practice school psychology as a partially salaried employee of the LEA/charter school.



Scenarios and Potential Solutions

Scenario:

A ten month employee is called on to provide testing for his/her district during the summer months.

Potential Solution:

As long as appropriate compensation is established between the LEA and school psychologist for their work performed during the summer months, this is not seen as problematic for either party.



Scenarios and Potential Solutions

Scenario:

An LEA (“A”) is in need of assistance with summer referrals and wishes to contract with a school psychologist from a neighboring district (LEA “B”).

Potential Solution:

The school psychologist is also licensed by the NC Psychology Board and is able to contract with the neighboring district via his/her NC Psychology Board license on a per case basis to assist with the summer evaluations.

OR

LEA “A” initiates an agreement with the school psychologist and their “regular salaried employer” (LEA “B”), which results in an amendment to the school psychologist’s existing contract with LEA “B”, reflecting the work that he/she will complete in LEA “A” during the summer months. *LEA “A” and LEA “B” would also need to establish how the monies would be channeled from LEA “A” to LEA “B” in order to compensate the school psychologist.*



(If a local education agency must) **Contract for Services**

Key Points:

- Understand licensure differences before contracting
- NC Board licensed psychologist does not necessarily = a trained school psychologist
- Licensure differences limit school psychologists practice to that of “regular salaried employer”



Considerations when Contracting with Service Providers

Your provider should:

- have knowledge of educational policy, specifically related to special education eligibility and service delivery
- provide documentation of current licensure for personnel to the LEA/charter school annually



Considerations when Contracting with Service Providers

LEA/charter should:

- Confirm current licensure from NC Psychology Board, request any complaints filed against that practitioner and background check
- Review contract and performance at least annually
- Consider requiring professional liability insurance for contracted providers and archive copies of the certificate of insurance



Considerations when Contracting with Service Providers

LEA/charter should:

- Consider setting different rates of compensation for different job responsibilities (i.e. service delivery or evaluation vs. time for meetings or documentation).
- Consider requiring continuing education hours focused in school-based practice
- Recommend/verify that contracted personnel contact the relevant DPI Consultant for School Psychology for updates and other relevant information



Considerations when Contracting with Service Providers

Your contract should:

- Clearly state that all documentation/work products (e.g., test record forms, evaluation reports) completed by contracted personnel is the property of the LEA/charter school and shall remain in the LEA/charter school.
LEAs/charter schools are encouraged to establish a system/time-line for collecting and archiving documentation/work product completed by contracted personnel
- Clearly state roles/duties of contracted personnel (attending IEP meetings, staff training, duties outside of school hours/work sites)





Contact Information:

Lynn Makor

NC DPI Consultant for School Psychology

lynn.makor@cidd.unc.edu

<http://cidd.unc.edu/SchoolPsychology/>

