



SPECIAL GUEST HIGHLIGHTS

School Psychology Updates for School Health Providers by Jesus Aviles

Presented at the March 30 School Health Connections Zoom meeting

Specialization Requirements for Certification in School Psychology (PK-12) – 6A-4.0311

- A. Plan 4: Non-Degree Respecialization in School Psychology
 - ◇ Focus – Doctorate and Specialist-level graduates of clinical psychology or counseling psychology programs
 - ◇ Respecialization Criteria – Completion of an individual plan of study and supervised experience in a NASP-approved graduate preparation program in Florida, in which the training program documents the candidate’s school psychology competencies across the NASP Domains of Professional Practice, resulting in a non-degree certification as a school psychologist
 - a. Minimum 15 credits in a School Psychology training program
 - b. 1200 hours supervised internship (600 in school)
 - c. 600 hours from their previous internship experience may be applied

IEP-RELATED UPDATES

1. Unique Audible Accommodation – Chancellor Memorandum – DPS: 2020-116

- A. Accommodations Manual (2018) – listing general, allowable accommodations for SWD
- B. Definition of a Unique Accommodation (Q #6) – TAP: FY 2007-04
 - ◇ “A unique accommodation is a ‘unique’ situation that typically requires an alteration to the test booklet. The accommodation must be one that is used regularly in classroom instruction and assessment and must be indicated on the IEP or 504 Plan. The alteration must not change the content of the FCAT ... Examples of unique accommodations include, but are not limited to, page tabs, greater space between items, and fewer items per page.”
- C. Request for Auditory Presentation of FSA Passages for Students with a Severe Deficit in Decoding
- D. Gist – this request is to introduce a daily practiced unique accommodation in to the statewide testing environment (Districts must **record and exhaust** all less intensive accommodations and **show effectiveness** of current audible accommodation)

2. Additional Guidance for IEP Teams when Making Decisions to have Children Instructed on Access Points and Assessed Using the Florida Standard Alternate Assessment – tied to Rule 6A-1.0943 – Statewide Assessment for Students with Disabilities

- A. Guiding Elements Being Considered –
 - ◇ Providing inclusionary criteria
 - ◇ Providing exclusionary criteria
 - ◇ Defining “most significant cognitive disability”
 - ◇ Providing an “extraordinary circumstance” provision when global cognitive functioning is unable to be collected



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SCHOOL PSYCHOLOGY UPDATES FOR SCHOOL HEALTH PROVIDERS

504 REMINDERS

1. **The Definition:**

- A. Anyone who has a physical or mental impairment that substantially limits one or more major life activities

2. **The Two-Prong Evaluation Process:**

A. 504 Disability Determination

- ◇ The Question – Based on all the relevant evaluative data drawn from a variety of sources, does this student have a disability under Section 504?
- ◇ Mitigating measures ARE NOT to be considered when determining the presence of a 504 disability (looking at the student in the unmitigated state). A mitigating measure is any medicative/assistive measure that an individual uses to eliminate or reduce the effects of an impairment/condition

B. 504 Plan Determination

- ◇ The Question – Based on all the relevant evaluative data drawn from a variety of sources, does this student with a disability need special services in order that his/her educational needs are met as adequately as the needs of their nondisabled peers?
- ◇ Mitigating measures ARE to be considered when determining the need

3. **Required written documentation**

- ◇ School 504 Teams may request information from a parent/guardian, but not require it. The Team must use all the relevant evaluative data drawn from a variety of sources to determine (1) Disability and (2) Need for Service/Placement/ Plan. “If a school district determines, based on the facts and circumstances of the individual case, that a medical assessment is necessary to conduct a Section 504 individual evaluation in order to determine whether a child has a disability under Section 504 and needs special education or related services because of a disability, the school district must ensure that the student receives this assessment at no cost to the student’s parents. When determining if the student has a disability and needs special education or related aids and services, school districts are also required to have procedures to ensure that evaluation information is documented and carefully considered (p. 13, Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools, December 2016).” Said another way, “... according to OCR (U.S. Department of Education, Office for Civil Rights), it is the school’s obligation to evaluate, and it cannot ‘shift the burden of that cost or obligation onto the parent’ (Weatherly, 2018).”

4. **Typical types of Accommodation:**

- ◇ Presentation – present information in a variety of formats (input)
- ◇ Responding – use of different ways to complete tasks/assessments (output)
- ◇ Scheduling – length or organization of time to complete tasks/assessments
- ◇ Setting – changes to the classroom environment to address need

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