

MEMORANDUM OF UNDERSTANDING
between the
LODI UNIFIED SCHOOL DISTRICT
and the
LODI PUPIL PERSONNEL ASSOCIATION
(Pilot Program: School Psychologists)

The Lodi Unified School District (District) and the Lodi Pupil Personnel Association, (LPPA) are parties to collective bargaining agreement (CBA) that expires on June 30, 2019. The parties desire to define and pilot a new program regarding school psychologists. As a result, the parties enter into this Memorandum of Understanding.

A. Term

1. The Term of the Pilot Program shall be from July 1, 2017 through June 30, 2022.
2. Either party may terminate the Pilot Program early effective July 1, 2019 by serving written notice upon the other party no later than June 30, 2019. Notice shall be deemed served when personally served or placed in the U.S. Mail, certified mail, return receipt requested, to the other party's last known address on file.

B. Statement of Intention

1. Both parties agree that the intent of this agreement is to try to attract and retain more school psychologists to the District
2. LPPA, school psychologists, and the District agree that under the umbrella of least restrictive environment, compliance with IEP goals, student services, and meeting IEP/assessment timelines are fundamental to ensuring Special Education students' academic achievement. These fundamental goals must guide all decisions and actions

C. AGREEMENT

1. School Psychologist Program Guidelines
 - a. School Psychologist Program Guidelines shall be adopted for implementation at the beginning of the 2017-2018 school year (July 2017).
 - b. Adopted guidelines shall address: Practices That Permeate All Aspects of Service Delivery, Direct and Indirect Services for Children, Families, and Schools: Student Level Services, Systems-Level Services, Foundations of School Psychological Service Delivery
 - c. The School Psychologist Program Guidelines in Attachment B are adopted for use effective July 1, 2017 upon ratification of this agreement.
 - d. Both parties agree to implement the adopted program guidelines for a two year period (2017-2018 school year and 2018-2019 school year) during which both parties will thoughtfully evaluate the guidelines for necessary modifications or revisions.

INITIALS:

District: MM

LPPA: JS

- e. At the conclusion of the 2018-2019 school year, either party may initiate discussions regarding necessary modifications or revisions of the adopted program guidelines based upon experiences during the 2017-2018 and 2018-2019 school years.
- 2. Collaboration/Teamwork
 - a. School psychologists agree to collaborate with colleagues working within the same region (SLPs, teachers, school psychologists, site administrators, etc.) to provide the least restrictive/most appropriate services to students.
- 3. Part-Time Assignments and Intern School Psychologists
 - a. The goal of the District is to staff school psychologists to meet caseload requirements.
 - b. The goal of the District is to recruit and retain full-time school psychologists.
 - c. Part-time Assignments may be considered within the staffing requirements of the District.
 - d. Fully credentialed school psychologists will be considered first for any available assignments. Interns would only be hired if the district has been unable to find fully credentialed school psychologists.
- 4. Psychologist Recruitment & Retention
 - a. A new salary schedule for school psychologists shall be adopted for implementation at the beginning of the 2017-2018 school year (July 1, 2017) for use during the term of this agreement.
 - b. The School Psychologist Salary Schedule in Attachment C is adopted for use effective July 1, 2017 upon ratification of this agreement.
 - c. On initial placement, school psychologists will receive a full year of service credit for their internship upon verification of the completed 1,200 hour internship program.
 - d. School psychologists who hold the following additional certifications will receive an annual stipend equal to eight percent (8.0%) of step one on the School Psychologist Salary Schedule: Nationally Certified School Psychologist (NCSP), Board Certified Behavior Analyst (BCBA), or an "active" Licensed Educational Psychologist (LEP).
 - e. The additional certifications must be completed by June 30th prior to the school year in which the school psychologist will receive the associated stipend. Official verifying documents must be received in Personnel no later than October 15th to receive the stipend for that school year.

FOR THE LODI UNIFIED SCHOOL
DISTRICT:

By: *M. M. Kelly*

Date: *March 22, 2017*

FOR THE LODI PUPIL PERSONNEL
ASSOCIATION:

By: *Jennifer Harris*

Date: *March 22, 2017*

INITIALS:

District: *MM*

LPPA: *JH*

Lodi Area Special Education Region
(LASER)

Special Education Local Planning Area
(SELPA)

**School Psychologist
Program Guidelines**

March 2017

INITIALS:

District: MM

LPPA: JS

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INITIALS:

District: MM

LPPA: JS

The following domains, while described below as distinct, regularly interact and intersect within the context of service delivery. Understanding the domains helps inform the range of knowledge and skills school psychologists can provide. The NASP practice model outlines how services are integrated to best meet the needs of students, families, and the school community.

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

Examples of professional practices include:

1. Using the problem solving framework as the basis for all practices.
2. Systematically collecting data from multiple sources and using ecological factors as the context for all assessment and intervention decisions.
3. Using assessment data to understand students' problems and to implement evidence-based instructional, mental, and behavioral health services.
4. Using data to analyze progress toward meeting academic and behavioral goals.
5. Evaluating treatment fidelity of student interventions.
6. Evaluating the effectiveness and/or need for modifications to school-based interventions or programs.
7. Conducting valid and reliable assessments for the purpose of identifying student's eligibility for special education services.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Examples of professional practices include:

1. Using a consultative problem-solving process for planning, implementing, and evaluating all instructional, and mental and behavioral health services.
2. Facilitating effective communication and collaboration among families, teachers, community providers, and others.
3. Using consultation and collaboration when working at the individual, classroom, school, or systems levels.
4. Advocating for needed change at the individual student, classroom, building, district, state, or national levels.

INITIALS:

District: ML

LPPA: JS

Direct and Indirect Services for Children, Families, and Schools: Student Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School Psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessments and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Examples of professional practices include:

1. Implementing evidence-based interventions to improve student engagement and learning.
2. Using assessment data to develop and implement evidence-based instructional strategies that will improve student performance.
3. Working with other school personnel to ensure attainment of state and local benchmarks for all students.
4. Sharing information about research in curriculum and instructional strategies.
5. Promoting the use of instructional strategies for diverse learners and to meet individual learning needs.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.

Examples of professional practices include:

1. Providing a continuum of mental and behavioral health services, including individual and group counseling, behavioral coaching, positive behavioral supports, and parent education.
2. Integrating behavioral supports and mental health services with academic and learning goals for students.
3. Facilitating the design and delivery of curricula to help students develop effective skills, such as self-regulation, planning, organization, empathy, social skills, and decision making.
4. Using systematic decision-making to consider the antecedents, consequences, functions, and causes of behavioral difficulties.
5. Developing and implementing behavior change programs at individual, group, classroom, and school-wide levels.
6. Evaluating evidence-based interventions to improve individual student social, emotional, and behavioral wellness.

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

INITIALS:

District: MM

LPPA: JS

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Examples of professional practices include:

1. Using knowledge of universal screening programs to identify students in need of instructional and behavioral support services.
2. Promoting policies and practices that support effective discipline, instructional support, grading, home-school partnerships, student transitions, and more.
3. Collaborating with other school personnel to create and maintain a multitiered continuum of services to support academic, social, emotional, and behavioral goals for students.
4. Advocating for policies and practices that promote positive school environments.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Examples of professional practices include:

1. Using knowledge of risk and protective factors to address problems such as school completion, truancy, bullying, youth suicide, and school violence.
2. Developing, implementing, and evaluating prevention and intervention programs that address precursors to severe learning and behavioral problems.
3. Participating in school crisis prevention and response teams.
4. Participating and evaluating programs that promote safe and violence-free schools and communities.

Domain 7: Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental and behavioral health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Examples of professional practices include:

1. Collaboration with and engaging parents in decision making about their children.
2. Promoting respect and appropriate services for cultural and linguistic differences.
3. Promoting strategies for safe, nurturing, and dependable parenting and home interventions.
4. Creating links among schools, families, and community providers.

INITIALS:

District: MM

LPPA: JS

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Understanding and respect for diversity in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery.

Examples of professional practices include:

1. Addressing individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of all services.
2. Using a problem-solving framework for addressing the needs of English language learners.
3. Promoting fairness and social justice in school policies and programs.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or system levels.

Examples of professional practices include:

1. Using research findings as the foundation for effective service delivery.
2. Using techniques of data collection to evaluate services at the individual, group, and systems levels.
3. Assisting teachers in collecting meaningful student data.
4. Applying knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, include respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

INITIALS:

District: MM

LPPA: JS

Examples of professional practices include:

1. Remain knowledgeable about ethical and professional standards, and legal regulations.
2. Assisting Administrators, other school personnel, and parents in understanding regulations relevant to general and special education.
3. Engaging in professional development and life-long learning.
4. Using supervision and mentoring for effective practices.

INITIALS:

District: MM

LPPA: JS

ATTACHMENT C

School Psychologist Salary Schedule

Step	Base Annual Salary	Degree	Additional Certification	Total Annual Salary
1	64,669.55	1,000.00	5,173.56	70,843.11
2	69,234.44	1,000.00	5,173.56	75,408.00
3	74,209.59	1,000.00	5,173.56	80,383.15
4	79,754.66	1,000.00	5,173.56	85,928.22
5	84,926.59	1,000.00	5,173.56	91,100.15
6	90,195.05	1,000.00	5,173.56	96,368.61
7	96,569.93	1,000.00	5,173.56	102,743.49
8	100,746.83	1,000.00	5,173.56	106,920.39
9	101,530.23	1,000.00	5,173.56	107,703.79
10	102,309.92	1,000.00	5,173.56	108,483.48
11	103,093.32	1,000.00	5,173.56	109,266.88
12	103,876.72	1,000.00	5,173.56	110,050.28
13	104,660.12	1,000.00	5,173.56	110,833.68
14	105,443.52	1,000.00	5,173.56	111,617.08
15	110,825.22	1,000.00	5,173.56	116,998.78

Employees who are working to complete the 1,200 hour internship requirement for a PPS credential in school psychology will be placed at the intern level.

INTERN	45,268.68	1,000.00	0.00	46,268.68
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INITIALS:

District: MM

LPPA: JS