



# School Psychology Updates

North Carolina Department of Public Instruction

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## Crisis Response Resources

As school staff continue to build efforts in response to COVID-19, it is important for school psychologists to remain up to date with relevant national, state and local resources to inform and guide practice during this global pandemic. This can be challenging and a bit overwhelming.

Many local systems continue their planning efforts to support the overall needs of students across NC public schools, and I am highly aware of the multitude of communications that we are all receiving and having to sift through while operating in crisis mode.

In order to provide a static space (rather than a flood of emails), a [COVID-19 repository page](#) has been added to the [NC School Psychology](#) website. This page includes relevant links to national and state resources to support school psychologists in their planning and implementation of service delivery options. The services that school psychologists deliver must reflect professional standards of practice and align with procedures set forth by their respective local education administrative units.

Included in the repository page are links to websites that, I'm certain, you have already been visiting. Please refer to the national and state links frequently for updates, information and additional resources. Relevant information will be added with intentionality to avoid overflowing and duplication in communication.

As schools plan to provide instructional resources to students via virtual platforms while the "brick and mortar" buildings are closed, the recently published [Fact Sheet from the US Department of Education/Office for Civil Rights](#) is important to review, as school psychological services include the provision of evaluation and treatment services to students with disabilities. Additionally, the 2017 guidance from the National Association of School Psychologists, *Considerations for Delivery of School Psychological Telehealth Services* will also serve as a useful resource to school psychologists in their planning. Additional resources are forthcoming on this topic and are expected to be shared early next week.

As you navigate this time of limited access to students for individual evaluations, consider other contributions that can be made within your system that reflect your skill set. These include strategies and resources to support the social and emotional well-being of children, families, and staff within your school system. The field of school psychology practitioners are well equipped to assert their skills for the greater good of their communities during this time of extreme challenge.

I continue to keep our state, the country and the entire globe at the forefront of my thoughts.

Be well,  
Lynn



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