



# Ask the Experts Webinar Series

## Strategies for Supporting Building Administrators when the Classroom is Open but the School Doors are Closed

# “Ask the Experts” Webinar Series

- Series of recorded webinars to be posted on the NASP website
- Webinars are designed to offer support to school psychologists, interns, and practicum students as they navigate the delivery of school psychological services during the COVID-19 pandemic
- Each webinar will be followed by the opening of a discussion thread on the NASP member exchange community
- Each webinar will:
  - Address critical questions emerging as a result of the need to provide virtual telehealth school psychological services
  - Provide advice and guidance from experts
  - Offer suggested strategies and resources for addressing professional practice issues

# Expert Panel

- Luke Clamp, Ed.D. Principal, River Bluff High Schools, Lexington, SC
- John Kelly, Ph.D. School Psychologist, Commack HS, Commack School District, NY
- Leigh Kokenes, M.Ed. School Psychologist, West Millbrook Middle School and Lynn Road Elementary, Wake County Public Schools, NC
- Michelle Malvey, Ed.S., Principal and former School Psychologist, Lincoln Elementary School, Loveland, CO



# Critical Question 1

- Tell us a little about your schools and what you, as principals, are working on.

🔄 River Bluff High Sch Retweeted



**Dr. Luke Clamp** @LucasClamp · Apr 3

Friday afternoon message for our @RBHSGators students and their families. We love and miss you. Enjoy Spring Break. #unplug #dogood



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# Lincoln eLearning Board: Week of April 6th-April 10th

Also Check Out: [Welcome to online learning!](#)

## Math: Google Classroom code: kn7r373

**Essential Question:** How can we use household items to show our understanding of classifying triangles by angles and sides?

**Learning Intention:** I will show mastery of identifying sides and angles in triangles by accurately labeling at least 6 different triangles.

### Success Criteria: "Must Do"

1. Watch the [BrainPop](#) video to review classifying triangles.
2. Follow along with the [presentation](#) and do the mirroring with words about each type of triangle, just like we do in class.
3. Take your own pictures of different triangles that you created at home using various household items. You must have at least one of each kind, a total of 6 pictures. Make sure to label each one to show your understanding.
4. Submit your labeled pictures to our new [Math Google Classroom](#). For assistance with how to submit pictures, see the links under parent communication.
5. [Math Bingo!](#) Complete an entire row or column of activities on the worksheet. Submit all materials to our new [Math Google Classroom](#).

### Additional Weekly "Must Do's":

1. iReady math: 90 minutes AND 80% passage or higher (screenshot your score if you can and post to our new [Math Google Classroom!](#)) For assistance with how to screenshot, see the links under parent communication.
2. [Math Minutes](#): Complete one a day (total of 5 per week). You may type your answers up, print it out and take a picture to submit, or complete on scratch paper and submit to our new Math Google

## Reading

**Essential Question:** How can I show understanding when reading a grade-level text by analyzing the character traits and finding cause-effect relationships?

### Learning Intention:

Review of Sequencing and Cause and Effect

### Success Criteria: "Must Do"

"Jana's Ninja Dream" Located in "English Language Arts"

### Additional Weekly "Must Do's":

1. [iReady](#): Reading 60 minutes AND 80% weekly passage rate average (or higher) Write down your score to help you keep track of the weekly passage rate, or screenshot your score as you complete each lesson and post to [English Language Arts](#)
2. [April Book BINGO](#) Located in "English Language Arts" Complete a square at a time. Five squares in a row, (horizontal, vertical, or diagonal) means BOOK BINGO! Complete all squares (cover the board) and send it to me at the end of the month for a prize!

### "May Do" Extensions:

★ Read your independent reader for 30 minutes each day and share what you read with me on Google Classroom.

For any questions you have regarding this content, refer your questions to Ms. Bethel.

Reading intervention (for students receiving reading interventions with Mrs. Bitterman) Google Classroom:

Class code: ciddex

Class Link:

<https://classroom.google.com/u/1/c/NTI0MzM3OTI4ODha>

## Critical Question 2

- How do you feel that school psychologists could be the most helpful to you right now?



## Request to Connect with Lincoln's Mental Health Team

Request to connect to Ms. DeKeyser, Ms. Lee, Ms. Sarah, and Mrs. Malvey

Please feel free to fill out the following form, email or call one of the numbers listed below to connect with Lincoln's mental health team (coordinates Social Emotional Learning (SEL) at school). If you plan to call, please try to honor the office hours of 8:00-4:00 Monday-Friday. A team member will be getting back with you within two business days. Thank you so much for reaching out and we look forward to connecting soon!

Samantha DeKeyser, School Counselor

[samantha.dekeyser@thompsonschoools.org](mailto:samantha.dekeyser@thompsonschoools.org) (970) 599-1115

Rachel Lee, School Psychologist

[rachel.lee@thompsonschoools.org](mailto:rachel.lee@thompsonschoools.org)

Sarah King, School Social Worker

[sarah.king@thompsonschoools.org](mailto:sarah.king@thompsonschoools.org) (970) 325-6678

Michelle Malvey, Principal

[michelle.malvey@thompsonschoools.org](mailto:michelle.malvey@thompsonschoools.org) (720) 634-5962

\* Required

Email address \*

Your email



## Critical Question 3

- We know that this pandemic is a nationwide crisis for schools. How have you been engaged in supporting your schools and principals through this crisis?

## Critical Question 4

- How can school psychologists help building administrators measure student progress and respond to student need, given the current realities of a virtual world?

## Critical Question 5

- As school psychologists, what other ways do you think School Psychologists can use their knowledge of measurement, evaluation, and data-based decision-making to support principal's data needs?

## Critical Question 6

- As school psychologists, if there were no limits on what you could offer your principal and school right now, what is the most important service or support you would like to provide?

# Critical Question 7

- As principals, if there were no limits on what you could ask your school psychologist to do right now to help you, what is the most important role or service that they could offer you?

## Critical Question 8

- For the schools that don't have regular support from a school psychologist, how can our state school psychology associations reach out and support principals and students in those schools?



# Key Messages

- School psychologists are trained to be problem solvers and can be helpful to their principals in...
  - Identifying problems, considering and implementing solutions
  - Accessing resources
  - Researching possible supports and services that can be delivered remotely
  - Consulting, reaching out, and sharing strategies with kids, parents, and teachers
  - Planning for student and system supports upon the return to school
- School psychologists are trained in data collection and data analysis and can help principals gather and analyze data to assess school and student needs.
- School psychologists are trained school mental health professionals and can be helpful in promoting emotional wellness and identifying MH needs of the school.
- School psychologists are trained in communication and interpersonal skills and can be helpful in engaging and communicating with parents and students.
- School psychologists are trained in crisis response and can be working with school administrators and community providers to create a web of supports.
- School psychologists can connect principals to NASP and external resources.

# NASP Resources

- Anxiety: Helping Handout for School and Home  
<https://www.nasponline.org/x55101.xml>
- Care for Caregivers: Tips for Families and Educators  
<https://www.nasponline.org/x55067.xml>
- Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators  
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/countering-coronavirus-stigma-and-racism-tips-for-teachers-and-other-educators>
- Engagement and Motivation: Helping Handout for School and Home  
<https://www.nasponline.org/x55100.xml>
- Grief: Helping Handout for School and Home  
<https://www.nasponline.org/x55106.xml>
- NASP Grief: Helping Handout for School and Home  
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/mental-health-resources/addressing-grief/addressing-grief-tips-for-teachers-and-administrators>
- Responding to COVID-19: Brief Action Steps for Crisis Response Teams  
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/responding-to-covid-19brief-action-steps-for-school-crisis-response-teams>
- Using Praise and Rewards Wisely: Helping Handout for School and Home  
<https://www.nasponline.org/x55109.xml>

# External Resources

ASCD Coronavirus and Schools Resources

[http://www.ascd.org/research-a-topic/coronavirus-crisis-resources.aspx?utm\\_source=ascd.org&utm\\_campaign=coronaviruscrisis-int-house&utm\\_medium=advertising](http://www.ascd.org/research-a-topic/coronavirus-crisis-resources.aspx?utm_source=ascd.org&utm_campaign=coronaviruscrisis-int-house&utm_medium=advertising)

CDC Interim Guidance for Administrators of US K – 12 Schools and Childcare Programs:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>

CDC K – 12 Schools and Childcare programs FAQs for Administrators, Teachers, Parents:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html>

National Association of Elementary School Principals: COVID 19 Resources

<https://www.naesp.org/content/coronavirus-resources>

National Association of Secondary School Principals: COVID 19 Resources

<https://www.nassp.org/news-and-resources/covid-19/>

NASP Information for Principals and Administrators (Principal Leadership Magazine Articles)

<https://www.nasponline.org/resources-and-publications/families-and-educators/information-for-principals-and-administrators>



*Helping Children Thrive • In School • At Home • In Life*