Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, June 13, 2023
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

Videoconferencing: meet.google.com/wrz-uuqk-jdp
Audio: +1 316-413-5670 PIN: 674 320 255#

All videoconferencing options may be subject to modifications. Please check www.sau63.org for the latest information.

I. CALL TO ORDER-Dennis Golding-Chair

II. PLEDGE OF ALLEGIANCE

III. STUDENT SCHOOL BOARD REPRESENTATIVE REPORT

IV. PRESENTATION-SCHOOL RESOURCE OFFICER

V. PRESENTATION- INTERDISCIPLINARY UNIT 9TH GRADE

VI. ADJUSTMENTS TO THE AGENDA

VII. PUBLIC COMMENTS: This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE, KEB and BEDH.

VIII. BOARD CORRESPONDENCE

a. Reports

i. WLCTA Report
ii. Superintendent's Report
iii. Director of Student Support Services Report
iv. Principals' Reports
v. Curriculum Coordinator's Report
vi. Technology Director-Data Governance Plan/Vape Devices

IX. NHSBA CALL FOR RESOLUTIONS

X. FINANCE COMMITTEE SCOPE & PURPOSE

XI. POLICIES

a. 3rd Read

i. BBBF-Student Board Members

XII. ACTION ITEMS

a. Approve Minutes of Previous Meeting

XIII. COMMITTEE REPORTS

i. Budget Liaison
ii. Technology Committee

XIV. RESIGNATIONS/APPOINTMENTS/LEAVES

a. FYI-New Hire-Kathleen Chenette-LCS Student Services Coordinator

b. Appointments

i. Laura Seale-FRES-1st Grade Teacher
ii. Kirsten Rourke-LCS-Kindergarten Teacher
iii. John Thomas-WLC-HS English Teacher
iv. Dawn Hall-WLC HS English Teacher
v. Samuel Metivier-FRES-School Counselor

c. Resignations

i. Rebecca Hawkes-FRES 2nd Grade Teacher

XV. PUBLIC COMMENTS

XVI. SCHOOL BOARD MEMBER COMMENTS

XVII. NON-PUBLIC SESSION RSA 91-A: 3 II (C)

i. Review the nonpublic minutes

XVIII. ADJOURNMENT

INFORMATION: Next School Board Meeting-June 27, 6:30 PM at WLC

The Wilton-Lyndeborough Cooperative School District does not discriminate on the basis of race, color, religion, national origin, age, sex, handicap, veteran status, sexual orientation, gender identity or marital status in its administration of educational programs, activities or employment practice.

WILTON-LYNDEBOROUGH COOPERATIVE
MIDDLE SCHOOL / HIGH SCHOOL
57 SCHOOL ROAD
WILTON, NEW HAMPSHIRE 03086
(603) 732-9230
www.sau63.org

Dr. Sarah Edmunds, Principal
Kathryn Gosselin, Assistant Principal

Amanda J. Kovaliv, School Counseling Coordinator
Alice Bartoldus, Middle School Counselor

WLC Student Rep Board Report

June 2023

8th Grade Field Trip!

On June 2nd, the 8th grade class went on a historical field trip to Lake Winnipesaukee. They got to explore three levels of an old ship and then got to go out in the town and play some games and enjoy lunch with all of their peers and teachers.

7th Grade Field Trip!

The 7th grade is going to Canobie Lake Park on June 16th! They are very excited!

Senior Field Trip!

On June 2nd, the Senior class got to go on a field trip to Six Flags, and had a great time. They made memories they will cherish forever!

Spring Sports

All of our spring sports teams did well this year! The baseball teams worked well together and enjoyed new leadership under varsity coach Paul Levesque and Middle School coach Adam Lavallee. They played hard and had a ball. □

We are extra proud of our varsity softball team, they made it to the quarter finals where they played the #1 ranked Woodsville Engineers. The game was tough but our Warrior girls played hard and made us all proud.

Our Track Team had a great season as well. All athletes reached personal bests and Macailie Coates competed in the Middle School Meet of Champions on June 6th.

Thank You!

- A big thank you to the custodial team for bringing air conditioning to the upstairs of the middle school. Even though it hasn't been too hot so far, they have been helpful!
- Thank you to all of our teachers and school staff for a wonderful school year. You make learning enjoyable…for the most part. Lol
- Thank you Ms. Edmunds for being an amazing principal. You have done an amazing job at keeping this school in line, but fun at the same time.

We are very much looking forward to summer vacation, but we are also looking forward to a fresh start in the fall. We always miss our friends and teachers over the summer, but the break is good.

WORLD WAR II

9th Grade - Interdisciplinary Unit

Erin Rosana
9th Grade World History

Stephanie Erickson
9th Grade Integrated Science

Why Interdisciplinary Units Matter

Real-world issues are complex

"Employers want to hire people who can apply knowledge and skills in real-world settings, think critically, and communicate clearly and effectively in both writing and speaking. And in these areas, fewer than 30% of employers think that students are well prepared."

Ashley Bear, Issues in Technology and Science, 2014

Why Interdisciplinary Units Matter

Real-world issues are complex

- recognition of multiple perspectives
- academic conversations from a range of disciplines
- meaningful and salient
- promotes engagement and accountability
- a broader understanding of the concept/concepts
- similarities and differences between the different disciplines
- integrated ideas from all disciplines into problem-solving

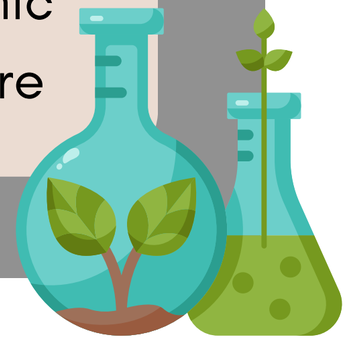
World War II Unit Overview

World History

- Causes of World War II
- Start of the War
- WWII Battles
- Holocaust
- End of the War
- The Atomic Bomb

Integrated Science

- Environmental Impact of War
- Battle Location Weather and Climate Affects
- Ecology of the Pacific Theatre
- Atmospheric Composition and Trends 1930-1955
- Scientific Modeling- Atomic Bombs and the Atmosphere



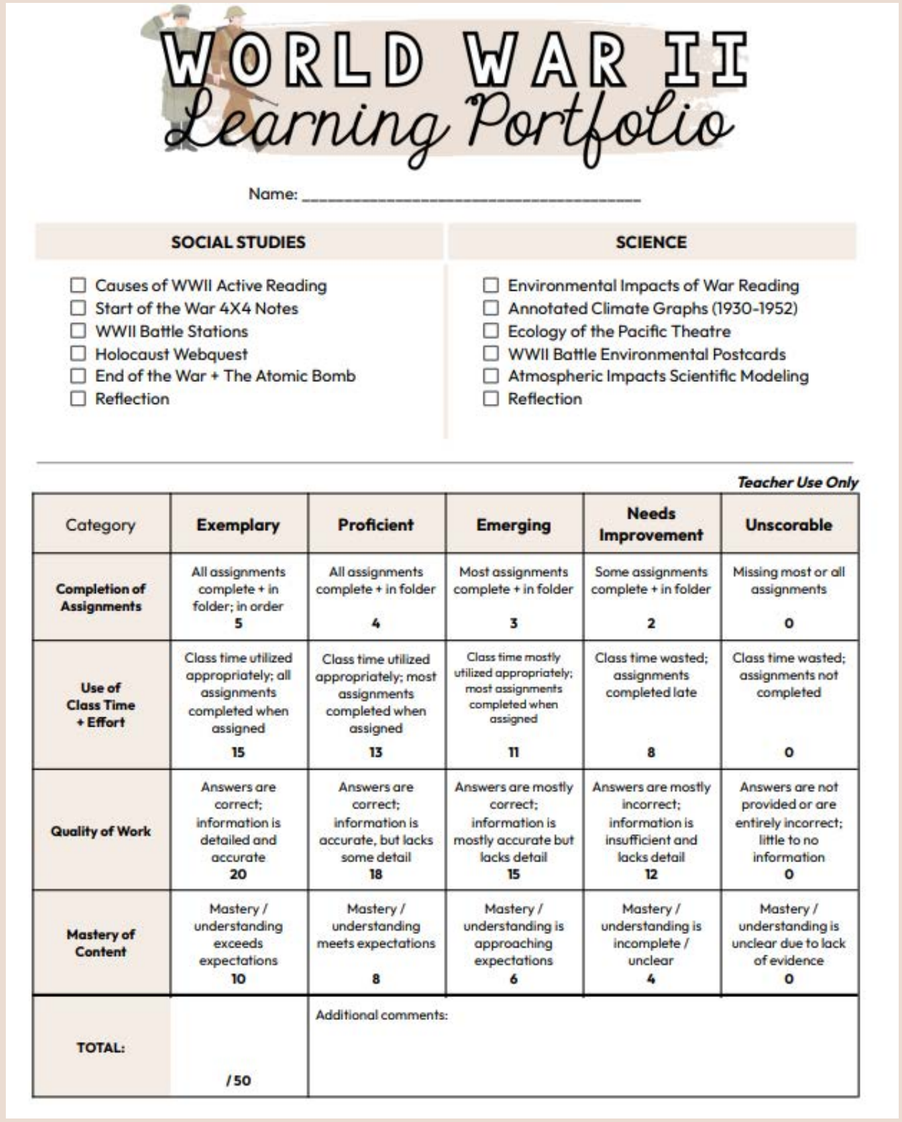
State Standards

World History

- **SS:WH:12:2.2**: Evaluate how military encounters have often led to cultural exchanges, e.g., T'ang expansion, Mongol conquests, or World War II.
- **SS:WH:12:2.4:** Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts, e.g., arranged marriages between ruling families, the League of Nations, or nuclear non-proliferation treaties.
- **SS:WH:12:1.2:** Evaluate the strengths and weaknesses of international and regional political organizations, e.g., the Delian League, the United Nations or the Warsaw Pact.
- **SS:WH:12:1.3:** Analyze the impact of modern weapons of mass destruction on world relations during eras, e.g., the World Wars, the Cold War or contemporary times.

Integrated Science

- **HS-ESS2-4** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in Earth's climate
- **HS-ESS2-6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere
- **HS-ESS3-6** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity



WORLD WAR II
Learning Portfolio

Name: _____

SOCIAL STUDIES	SCIENCE
☐ Causes of WWII Active Reading	☐ Environmental Impacts of War Reading
☐ Start of the War 4X4 Notes	☐ Annotated Climate Graphs (1930-1952)
☐ WWII Battle Stations	☐ Ecology of the Pacific Theatre
☐ Holocaust Webquest	☐ WWII Battle Environmental Postcards
☐ End of the War + The Atomic Bomb	☐ Atmospheric Impacts Scientific Modeling
☐ Reflection	☐ Reflection

Teacher Use Only

Category	Exemplary	Proficient	Emerging	Needs Improvement	Unscorable
Completion of Assignments	All assignments complete + in folder; in order **5**	All assignments complete + in folder **4**	Most assignments complete + in folder **3**	Some assignments complete + in folder **2**	Missing most or all assignments **0**
Use of Class Time + Effort	Class time utilized appropriately; all assignments completed when assigned **15**	Class time utilized appropriately; most assignments completed when assigned **13**	Class time mostly utilized appropriately; most assignments completed when assigned **11**	Class time wasted; assignments completed late **8**	Class time wasted; assignments not completed **0**
Quality of Work	Answers are correct; information is detailed and accurate **20**	Answers are correct; information is accurate, but lacks some detail **18**	Answers are mostly correct; information is mostly accurate but lacks detail **15**	Answers are mostly incorrect; information is insufficient and lacks detail **12**	Answers are not provided or are entirely incorrect; little to no information **0**
Mastery of Content	Mastery / understanding exceeds expectations **10**	Mastery / understanding meets expectations **8**	Mastery / understanding is approaching expectations **6**	Mastery / understanding is incomplete / unclear **4**	Mastery / understanding is unclear due to lack of evidence **0**
TOTAL:	/50	Additional comments:			

Each student:

- Provided with a 2-pocket folder with an assignment list
- Formative assignments for both World History and Integrated Science
- Common assessment rubric
- All World History and Integrated Science activities kept in the portfolio and turned in at the end of the unit for grading

Learning Portfolio

World History

Integrated Science

Both course units begin with an annotated / active reading assignment

WORLD WAR II
Major Causes: 1919-1939

Name: _____
Period: _____ Date: _____

The Treaty of Versailles

Several events led to the start of World War II (September 1939 - September 1945). Many believe the devastation and problems from World War I led to the outbreak of fighting in the second World War. The Treaty of Versailles, which was signed to end WWI, had severe consequences for Germany, and could possibly have been the major cause of World War II. When the Treaty of Versailles was signed, Germany had to accept full blame for causing WWI. In addition to assuming blame, Germany also lost land and had to pay **reparations**, which caused severe economic stress on the country. The German people were starving, German money was almost worthless, and the government was in chaos.

How did the Treaty of Versailles impact Germany? List 3 ways:

How did the Great Depression impact governments around the world? List 2 ways.

List 3 traits of fascist governments:

Economic Depression & The Rise of Fascism

Germany was not the only country to struggle economically, though. Many countries throughout the world had economies that were struggling. This period of time before WWII was called the **Great Depression**. Many people were out of work and barely had enough income to survive. This caused governments to become unstable and allowed powerful leaders to take over. Some of these struggling countries were taken over by dictators who formed powerful **fascist** governments. Fascist governments believed in a strong central government and strict control. Fascist governments were highly militaristic. In 1922 in Italy, Benito Mussolini and the Fascist Party rose to power. In 1925, Mussolini made himself dictator of Italy and wanted to expand the Italian empire. He looked for new land to conquer. In 1935, Mussolini was ready, and Italy invaded Ethiopia, a country in Africa.

The Rise of the Nazi Party

Fascism was also embraced in Germany by the National Socialist German Workers Party, also known as the Nazis. Led by Adolf Hitler, the Nazi Party finally began to gain power in 1929. Germans were desperate for a leader who would improve the economy and restore their national pride. Many Germans were still bitter about the Treaty of Versailles. Hitler was charismatic and gave the German people hope. Hitler and the Nazis wanted a controlled, militaristic Germany, but they also wanted race purity of the German people. In 1933, Hitler was appointed Reich Chancellor by the German government. One month later the German government building, the Reichstag, burned to the ground.

The Rise of the Nazi Party (continued)

Hitler blamed the Communist Party of Germany (although many historians believe Hitler himself was responsible for the fire), and the Nazi Party took control of the government by passing an act that gave Hitler the power to pass any law without Reichstag approval. Hitler used this power to remove any political opponent and made himself the **Führer**, or supreme leader, of Germany in 1934. Germany was now under a dictatorship. Hitler began rebuilding the German military, a violation of the Treaty of Versailles. Like Mussolini, Hitler wanted to expand the German empire, which was a another violation of the treaty. Having similar goals, Hitler allied with Mussolini in 1939 with the Pact of Steel. In 1938, Hitler **annexed** Austria. The **League of Nations**, an organization of countries who worked together to maintain peace after the end of WWI, did nothing to stop Hitler, so he became bolder and annexed Czechoslovakia next.

How did Hitler create a dictatorship in Germany?

Highlight information about The Pact of Steel.

Do you think the League of Nations successful? Why or why not?

Define APPEASMENT in the context of WWII and Hitler:

Highlight Hitler's reaction to Britain and France's appeasement.

Why did Japan invade China and other areas in the Pacific?

Highlight information about Emperor Hirohito + Joseph Stalin.

List 3 agreements/outcomes of the Nonaggression Pact:

Appeasement

Many countries in Europe did not want another war, so when countries like Italy and Germany began invading other countries and building up their militaries, countries such as Great Britain and France hoped peace would be kept through **appeasement**. They wanted to make Hitler happy instead of trying to stop him. Great Britain and France hoped that Hitler would be satisfied with taking over Austria and Czechoslovakia and not invade more countries. Unfortunately, Hitler saw this appeasement as a sign of weakness and grew bolder. He also had more time to strengthen his military, and he made plans to conquer all of Europe.

Japanese Expansion

Europe was not the only continent to have leaders who practiced **imperialism**. In 1926, Emperor Hirohito inherited the throne in Japan. Island country, it does not have many natural r Japan to become industrialized, it would need to atural resources. In 1931, Japan invaded Manchuria, a threatened to conquer China as it claimed more e next several years and seized European colonies in en though Japan was under the rule of Emperor , military general Tōjō Hideki, gained power, too. **Alliance** with Germany.

of Poland

tler and **Joseph Stalin**, the dictator of the Soviet oman-Soviet Nonaggression Pact. This worried tain because it meant that if Germany invaded which France and Great Britain promised military t have to worry about fighting a war on two fronts Union would assist Germany. The pact also included a tler and Stalin would split Poland amongst r invaded Poland on September 1, and two days later gun when France and Great Britain declared war on

COMPARE & CONTRAST - WWII DICTATORS

	Benito Mussolini	Adolf Hitler	Joseph Stalin
Differences			
Similarities			

MATCHING

_____ fascist
_____ appeasement
_____ Great Depression
_____ reparations
_____ Führer
_____ League of Nations
_____ impenalism
_____ alliance
_____ Nazi
_____ annex

A. time period of 1929-1939 when many economies of the world were struggling
B. a tyrannical leader
C. organization formed after the end of World War I made up of countries that promised to work together to maintain peace
D. form of government led by a dictator who has complete power and forcibly suppresses opposition and emphasizes extreme nationalism
E. money that a country that loses a war has to pay to countries that suffered damages due to the war
F. the policy of giving into the demands of a hostile country in the hope of maintaining peace
G. act of extending a country's power through claiming additional lands
H. a mutual agreement between countries for mutual benefit
I. to take control of a country
J. member of the Nationalist Socialist German Workers Party

CHRONOLOGICAL ORDERING

Put the events (corresponding letters) on the timeline in the order they occurred. Add the dates.

A. The burning of the German Reichstag
B. The Treaty of Versailles was signed
C. Hitler invaded Poland
D. Japan invaded China
E. The Great Depression lead to more fascism in Europe

Date
Event

Environmental Impacts of War

Name:_____

Wars have been fought for many reasons. Money, religious freedom and are just a few of the reasons. No matter the cause, the result is similar. Destruction. Throughout history, countries at war have burned enemy crops, and fields, dammed rivers, and poisoned water supplies during wartime. Ghenghis Khan was able to conquer Medieval Baghdad through the destruction of the city's water supply. Emperor Barbarossa poisoned water wells with human bodies in the 12th century. During the Siege of Kaffa by the Mongols in the 1500s, biological warfare was waged. Biological warfare not only destroyed human lives but has chronic effects on the animal and plant life, soil, and water of the ecosystems. The Spanish mixed wine with the blood of leprosy patients to sell to the French during the Italian Wars Napoleon flooded the fields around Mantua, Italy to enhance the spread of malaria in 1797. Confederate troops sold clothing worn by yellow fever and smallpox patients to Union troops during the Civil War. Some of these biological warfare techniques were successful, others were not.

Provide 3 examples of biological warfare prior to World War I

World War I

At the Battle of Somme, over 250,000 acres of farmland were destroyed as the result of trench warfare. The damage was so severe, the land was deemed no longer suitable for farming. 494,000 acres of French forests were destroyed as a result of direct conflict. Over 20 billion board feet were harvested in order to keep the Allied efforts going. This massive destruction of European forests brought the European Buffalo to near extinction. In the United States, farmers were forced to overproduce in order to feed the war effort. As a result, the Great Plains were devoid of all nutrients and deemed infertile. Farmlands began to expand into the wetlands and forests to the East destroying natural habitats of native species. The Dust Bowl of 1927 is a direct result of the overfarming of lands. The timber forests of Minnesota, Wisconsin, and Michigan were clear-cut to meet wartime needs.

What were the environmental impacts of the logging of French forests?

World War II

Environmental effects of World War II were felt across the globe. Environmental impacts range from air, soil, and water pollution to habitat destruction to the extinction of species to increased global emissions from air and land vehicles, and more.

Nuclear weapons were produced at several sites in the United States during World War II. These locations include Hanford Nuclear Reservation in Washington State, Oak Ridge Reservation in Tennessee, The Rocky Flats Plant in Colorado, and the Savannah River Plant in Georgia. 423 atmospheric tests and over 1,400 underground tests were completed on US soil between 1945 and 1957.

Identify 5 primary environmental

1.
2.
3.
4.
5.

Wha
er

What is the term for the strategy that destroys the enemy's assets?

Why does erosion increase with deforestation?

What provided the backfill for airbases in the Pacific Theatre?

Why did whale populations decrease in the Pacific during the war?

What is the name of the biogeochemical cycle described in the second to last paragraph?

List 5 environmental impacts that occurred after the culmination of World War II

1.
2.
5.

It is estimated that 16-18 million curies of strontium, 25-29 million curies of cesium, 400,000 curies of plutonium, and 10 million curies of carbon were released into the environment during these nuclear tests.

In Norway, 15 million acres of private property, crops, forests, and wildlife were destroyed by the Germans in their "scorched Earth" so that the Allies could not use the resources. In the Netherlands, farmland was flooded with salt water in an attempt to starve the enemy armies into defeat. 17% of Dutch farmland was destroyed. In the Ruhr Valley, two large dams were bombed. As a result, 6,500 livestock and 7,500 acres of farmland were destroyed. The Zuyder Sea was flooded after the destruction of the dikes, and many ports were clogged with sunken naval vessels and unexploded ordinance (UXO).

Habitats and cities were destroyed during air raids'. The destruction and deforestation caused increased erosion of the land as the vegetation was no longer present to absorb precipitation.

In the Pacific Islands, Allied troops used flame throwers, tanks, and bulldozers to clear the land. Building airfields on these islands required the deforestation of the islands. Engineers used live coral as the base of airfields, destroying coral reefs. Domesticated dogs and cats were allowed to run rampant and rats came in on Allied ships bringing disease and invasive species to fragile island ecosystems. In the Pacific Theatre, whales were occasionally mistaken for enemy submarines. An estimated 220,000 pounds of mustard gas and oil spilled into the Pacific during this conflict.

In Japan, the intense heat from the bombings of Nagasaki and Hiroshima caused cities to burn to ash and cinders. Winds carried the ash and air pollutants across the country and into the Pacific Ocean. Pollutants fell with the monsoon rains, impacting area countries. Elevated radiation levels of the soil and water made the land inhospitable to native plants and animals. Wildfires, acid rain, and erosion from the newly decimated lands followed.

In the years following the war, Europe and Japan suffered from vast food shortages from the destruction of crops and farmland. The failed 1945 rice harvest caused hunger and malnutrition across the country. Thousands of people died from starvation as a result. Millions of displaced citizens became refugees and were forced to flee their national borders. It is estimated that between 70 and 100 million antipersonnel landmines are still active and in place worldwide. The majority of victims of land mine explosions are civilians engaged in farming and foraging activities. Land mines not only accelerate environmental damage but they deny access to natural resources and arable land. Populations are forced to live in marginal and fragile environments in order to avoid land mines. This causes a depletion in biological diversity.

Scientific Model

Draw a scientific model of how nuclear weapons affect the environ

During World War II battles were fought in the air, on land and by sea.
Aviation gas (avgas) during the war was gasoline and kerosene. Plane engines burn this fuel and emissions are expelled from the engine into the atmosphere in contrails. Each aviation contrail is made up of several different gases.

Carbon Dioxide	68%
Water Vapor	30%
Sulfur Oxide	0.4%
Methane (CH4)	0.4%
Ozone (O3)	0.4%
Nitrous Gases	0.4%
Particulate Material (Soot, Dust, Ash)	0.2%

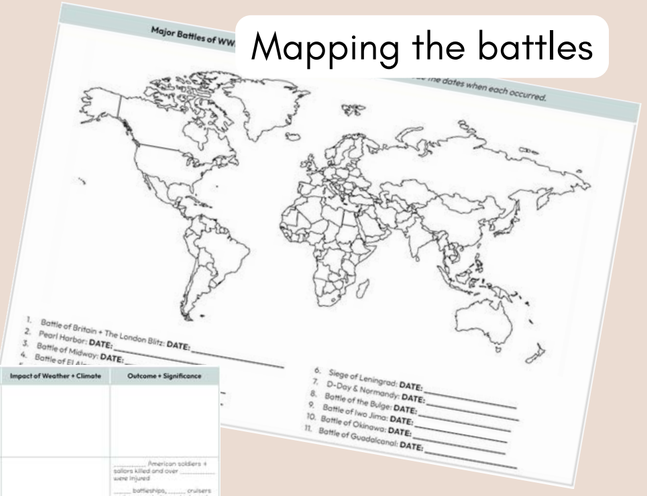
Create a pie chart accurately representing each percentage of gases released in aviation contrails.

World War II Reading

Page 2 Historical Weather Data

Page 1 Historical Battle Information

Mapping the battles



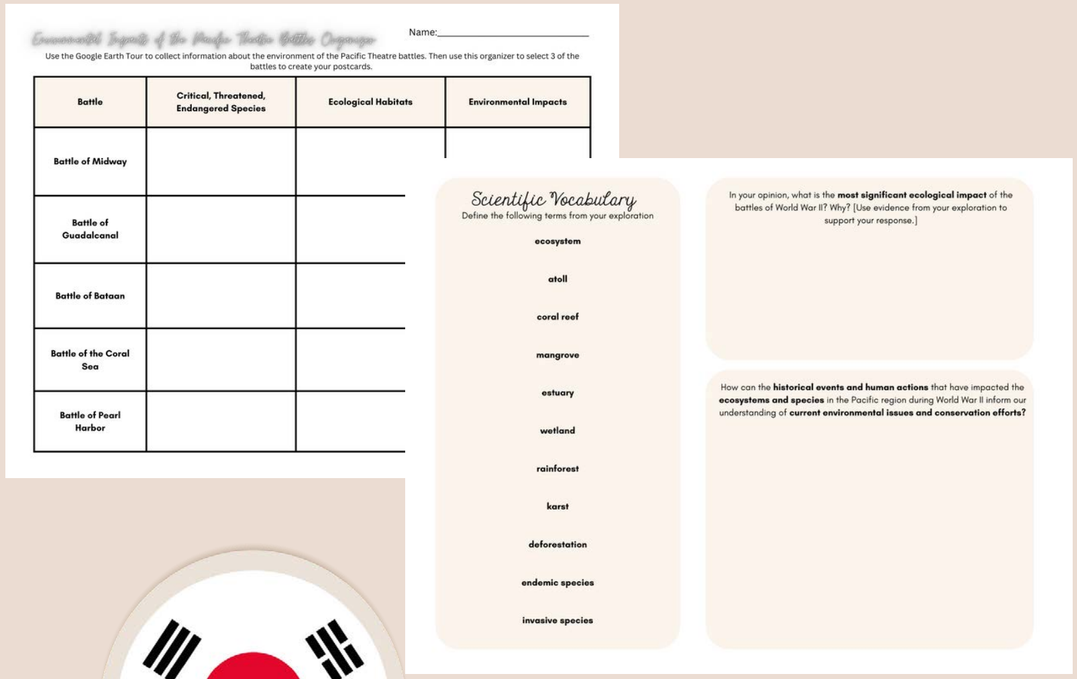
Information and data collection

Battle	Who? - Key People + Countries	What Happened? - Highlights	Impact of Weather + Climate	Outcome + Significance
Battle of London + London Blitz		Fought largely with the use of _____ Hitler wanted to target _____ to terrorize them and break their will to fight Hitler gave up invading Britain in _____		
Pearl Harbor				_____ American soldiers + sailors killed and over _____ were injured _____ battleships, _____ cruisers and _____ airplanes destroyed President Roosevelt declared war on Japan on December 8, _____
Battle of Midway	Japan vs. U.S. Admiral _____ of Japan wanted to lure the U.S. to battle by attacking Midway American Admiral _____ led the U.S. in the battle			
Battle of El Alamein				First major _____ victory of the war Huge moral boost for the Allies
Battle of Stalingrad	Germany vs. Russia Germany Panzer Army German air force (aka the _____)	Germany invaded Stalingrad because it was the center of Russia's Russia countered by cutting off Germany's _____ Lasted approximately _____ months		

Reflection / Argumentative Questions

REFLECTION QUESTIONS	
SOCIAL STUDIES	SCIENCE
Describe island hopping. Do you think it was a smart/successful strategy? Why or why not?	What strategies did the Allied forces use to adapt to the challenging weather conditions, and how did this contribute to their success?
Which of the battles do you think was the most significant for the war? Why?	How did challenging weather conditions and environment contribute to the outcome of battles?

World War II Battle Stations



Environmental Impacts of the Pacific Theatre Battles Organizer

Name:_____

Use the Google Earth Tour to collect information about the environment of the Pacific Theatre battles. Then use this organizer to select 3 of the battles to create your postcards.

Battle	Critical, Threatened, Endangered Species	Ecological Habitats	Environmental Impacts
Battle of Midway			
Battle of Guadalcanal			
Battle of Bataan			
Battle of the Coral Sea			
Battle of Pearl Harbor			

Scientific Vocabulary

Define the following terms from your exploration

ecosystem

atoll

coral reef

mangrove

estuary

wetland

rainforest

karst

deforestation

endemic species

invasive species

In your opinion, what is the **most significant ecological impact** of the battles of World War II? Why? [Use evidence from your exploration to support your response.]

How can the **historical events and human actions** that have impacted the **ecosystems and species** in the Pacific region during World War II inform our understanding of **current environmental issues and conservation efforts?**

Integrated Science

TASK

- View the Google Earth Tour
- Complete the Organizer with the Environmental, Ecological, and Endangered Species of each Pacific Island Battle

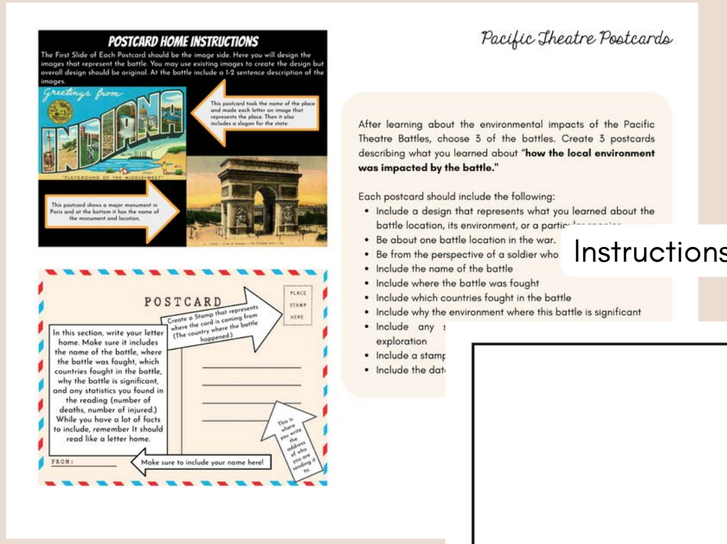
Ecological Impacts of Pacific Theatre Battles

Pacific Theatre Postcards

Integrated Science

TASK

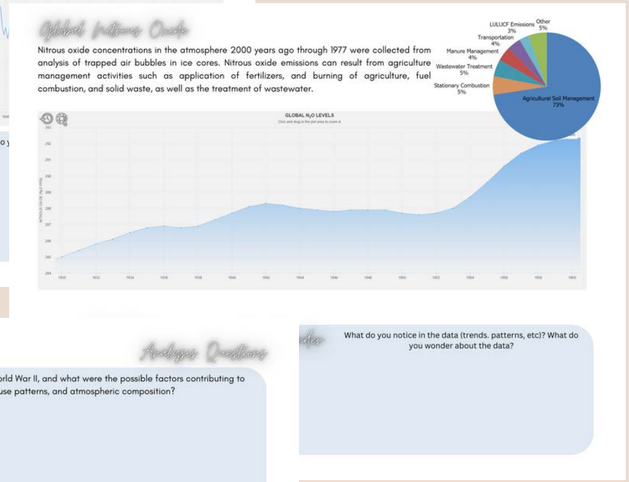
- Choose 3 of the Pacific Island Battle Locations
- Create a postcard from that location that represents the environment/species/impacts of the battle
- from the perspective of a soldier in that battle

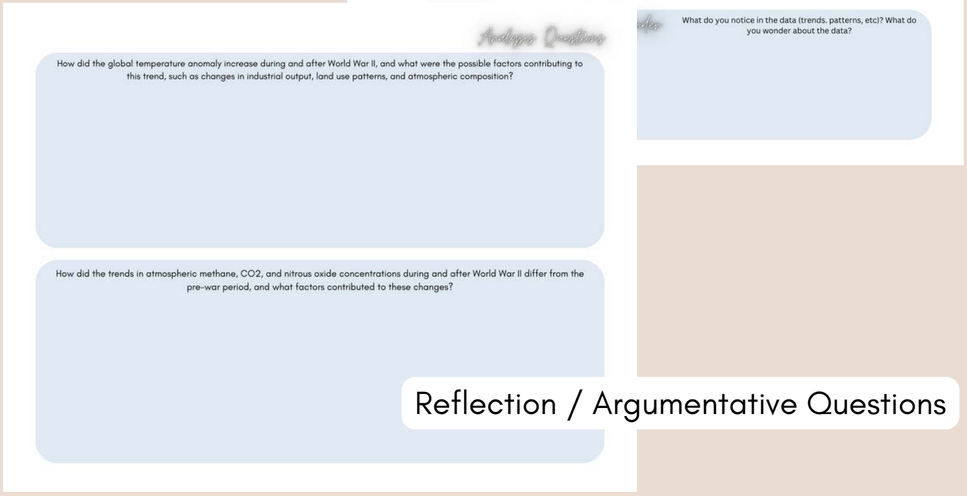


Instructions and Guidelines

Postcard Templates

Atmospheric Climate Graphs





Annotated Graphs

Reflection / Argumentative Questions

Integrated Science

TASK

- Analyze 4 climate graphs for the years 1930-1955
- Annotate Graphs with Battle Dates/Significant WWII events from World History
- 2 analysis reflection questions

World War II Research Paper

World History

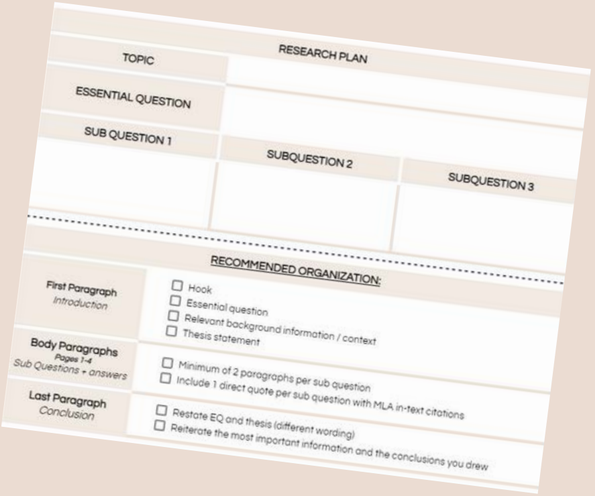
TASK

- Choose a topic of interest within the scope of WWII and the Holocaust
- Formulate meaningful Essential Question and subquestions
- Conduct research using a variety of resources including databases and primary sources
- Write a 4-6 page formal paper with a thesis based on research findings

CONTENT REQUIREMENTS	RESEARCH REQUIREMENTS	CONVENTIONS + FORMATTING
• Essential question + thesis statement • Minimum of 3 sub questions- should help answer essential question *Answered with research* ***EQ in answered thoroughly with historical facts + details from research***	• Minimum of 3 credible sources utilized • 1 must be a database through the WLC Library: *Britannica, Gale, etc...* • Minimum of **3 direct quotes** with MLA formatted in-text citations	• Heading • Title • 1" margins • Size 12 Times New Roman • Double spaced **4-6** pages Recommended: 1-2 pages per SQ • Works Cited - MLA format

Topics Include:

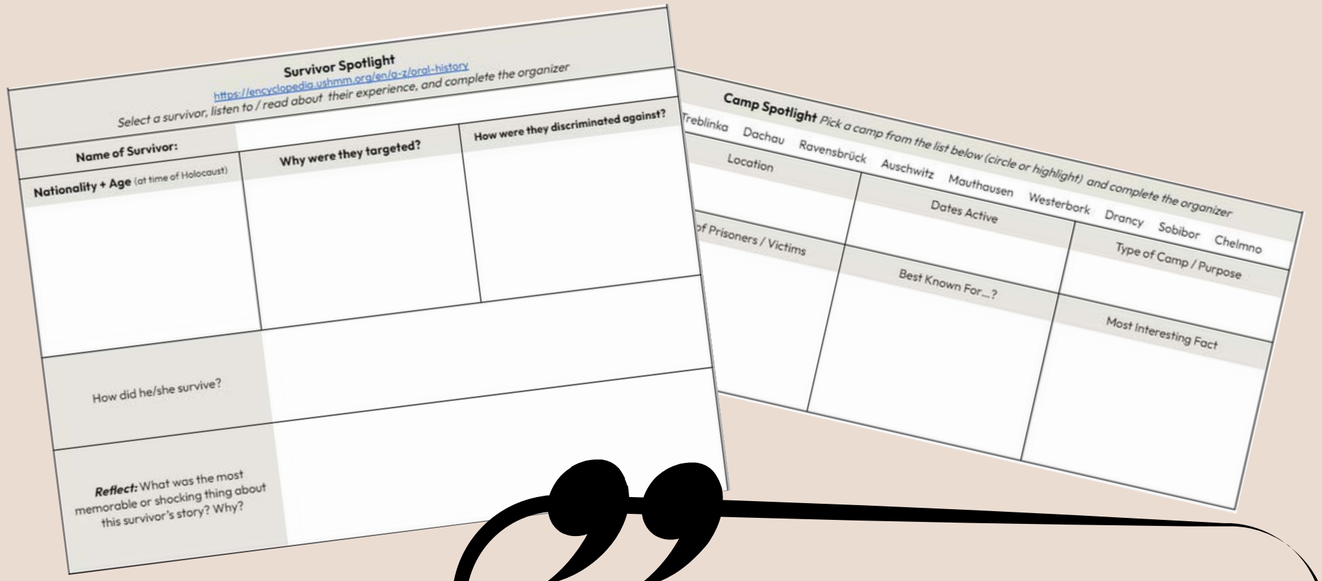
Island Hopping in the Pacific
Auschwitz Concentration Camp
Warsaw Ghetto Uprising
Churchill, Stalin, and FDR
The London Blitz
The Battle of Normandy



Holocaust Webquest

World History
TASK

- Navigate the United States Holocaust Memorial Museum website to complete a series of tasks
- Learn about the causes of the Holocaust and its impacts today
- Listen to the oral history of a Holocaust survivor & reflect on their experiences



Survivor Spotlight
https://encyclopedia.ushmm.org/en/a-z/oral-history
Select a survivor, listen to / read about their experience, and complete the organizer

Name of Survivor:	Why were they targeted?	How were they discriminated against?
Nationality + Age (at time of Holocaust)		
How did he/she survive?		
Reflect: What was the most memorable or shocking thing about this survivor's story? Why?		

Camp Spotlight *Pick a camp from the list below (circle or highlight) and complete the organizer*
Treblinka Dachau Ravensbrück Auschwitz Mauthausen Westerbork Drancy Sobibor Chelmno

Location	Dates Active	Type of Camp / Purpose
of Prisoners / Victims	Best Known For...?	Most Interesting Fact

Why Study the Holocaust?

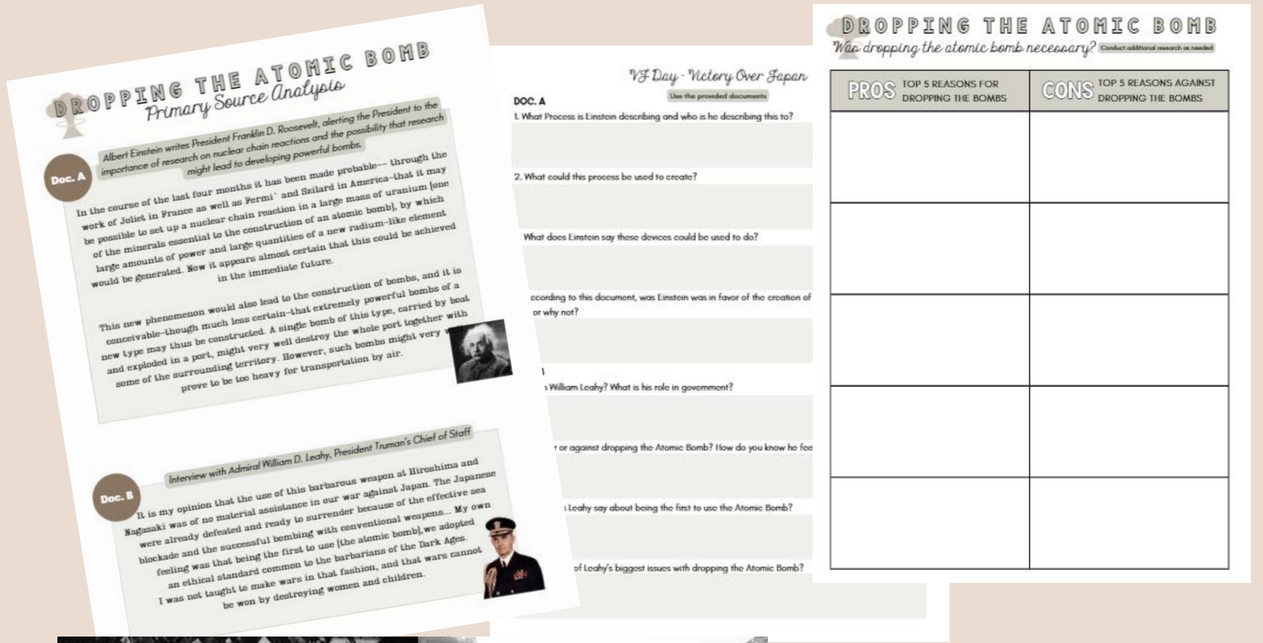
"Clearly understanding how the Holocaust and other genocides occurred may be key to preventing similar violence in the future, which is why education on this sensitive topic is vitally important to promote peace among future generations."
-NH State Board of Education, April 2022

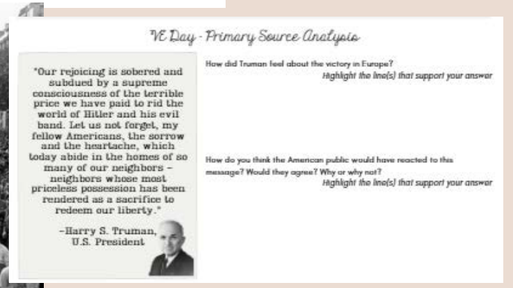
VE Day, VJ Day, + The Atomic Bomb

World History

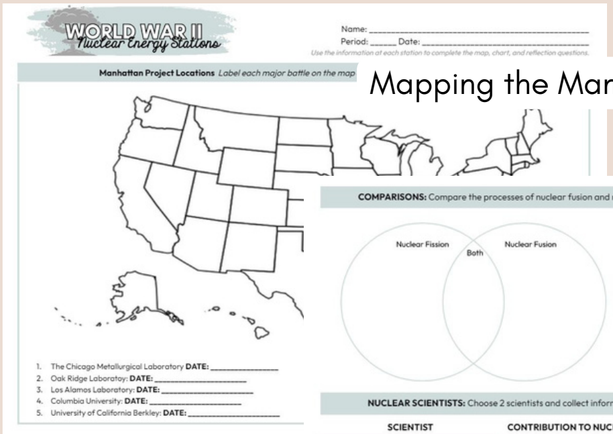
TASK

- Navigate the United States Department of Defense website to look at primary source photographs from VE Day
- Analyze primary source documents connected to the bombing of Japan
- Draw conclusions based on historical evidence

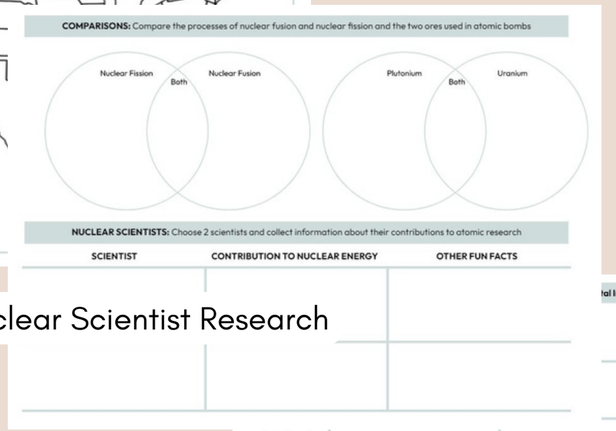




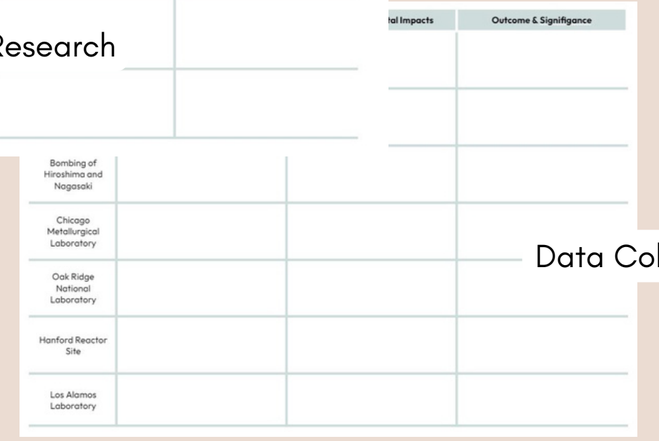
Nuclear Physics and the Atmosphere



Mapping the Manhattan Project Locations

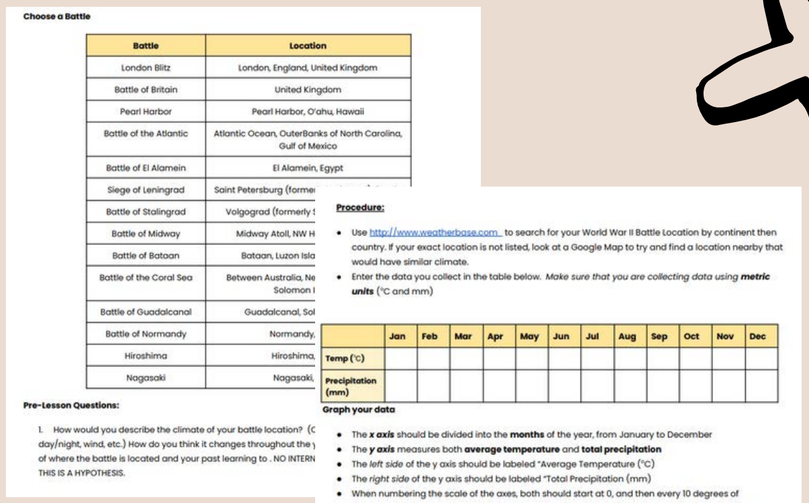


Comparisons and Nuclear Scientist Research



Data Collection

Math Integration



Choose a Battle

Battle	Location
London Blitz	London, England, United Kingdom
Battle of Britain	United Kingdom
Pearl Harbor	Pearl Harbor, O'ahu, Hawaii
Battle of the Atlantic	Atlantic Ocean, OuterBanks of North Carolina, Gulf of Mexico
Battle of El Alamein	El Alamein, Egypt
Siege of Leningrad	Saint Petersburg (forme
Battle of Stalingrad	Volgograd (formerly
Battle of Midway	Midway Atoll, NW H
Battle of Bataan	Bataan, Luzon Isla
Battle of the Coral Sea	Between Australia, Ne Solomon I
Battle of Guadalcanal	Guadalcanal, Sol
Battle of Normandy	Normandy,
Hiroshima	Hiroshima,
Nagasaki	Nagasaki,

Pre-Lesson Questions:

1. How would you describe the climate of your battle location? (C day/night, wind, etc.) How do you think it changes throughout the y of where the battle is located and your past learning to . NO INTERN THIS IS A HYPOTHESIS.

Procedure:

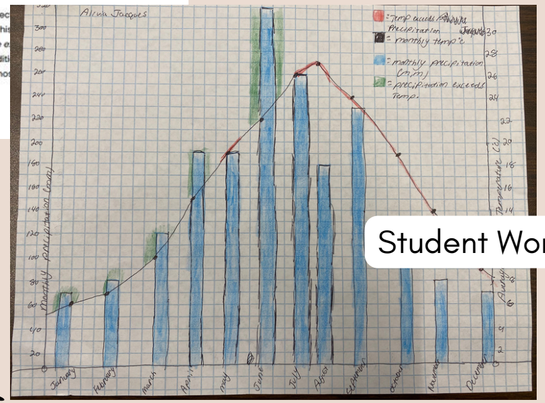
- Use http://www.weatherbase.com to search for your World War II Battle Location by continent then country. If your exact location is not listed, look at a Google Map to try and find a location nearby that would have similar climate.
- Enter the data you collect in the table below. *Make sure that you are collecting data using* ***metric units*** (°C and mm)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Temp (°C)												
Precipitation (mm)												

Graph your data

- The ***x axis*** should be divided into the **months** of the year, from January to December
- The ***y axis*** measures both **average temperature** and **total precipitation**
- The *left side* of the y axis should be labeled "Average Temperature (°C)
- The *right side* of the y axis should be labeled "Total Precipitation (mm)
- When numbering the scale of the axes, both should start at 0, and then every 10 degrees of temperature should correspond with 20 mm of precipitation. (For example: the horizontal line crossing through 10 °C should cross through 20 mm, the line crossing 20 °C should cross through 40mm, and so on).
- Choose a color to graph your temperature data points. Connec
- Choose a different color for your precipitation data and plot thi
- Now look at your climatograph, in regions where *temperature e* regions using a third color. This represents relatively dry conditi gions where *precipitation exceeds temperature*, shade tho esents relatively wet conditions

Data Collection



Student Work Example

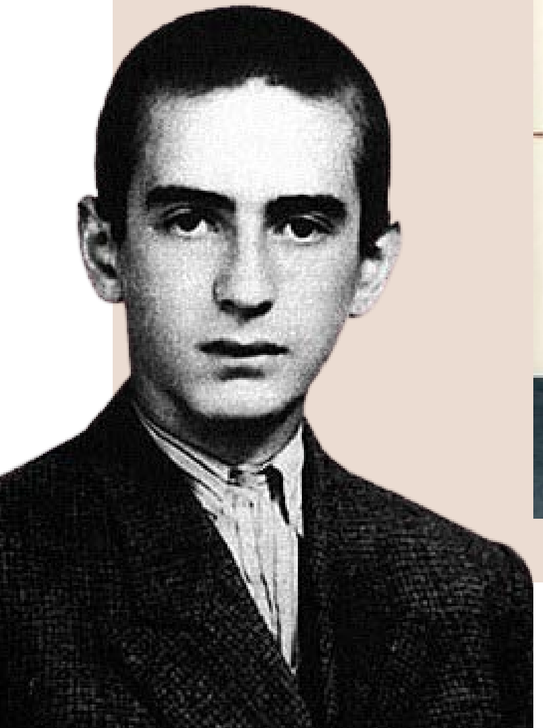
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

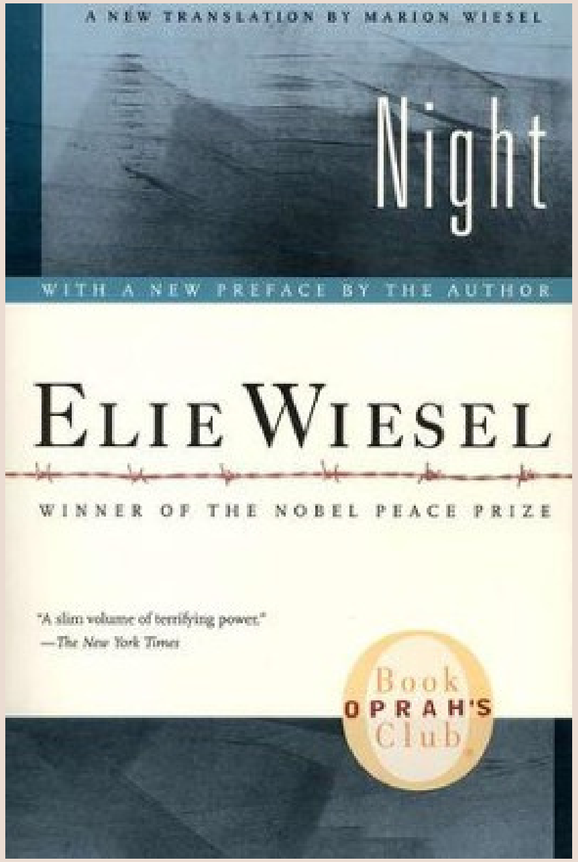
Algebra 1 Classes

TASK

- Select 1 WWII battle location
- create a climograph for the average yearly temperature and precipitation for that location
- compare and contrast the climate of different battle locations

World Literature Integration



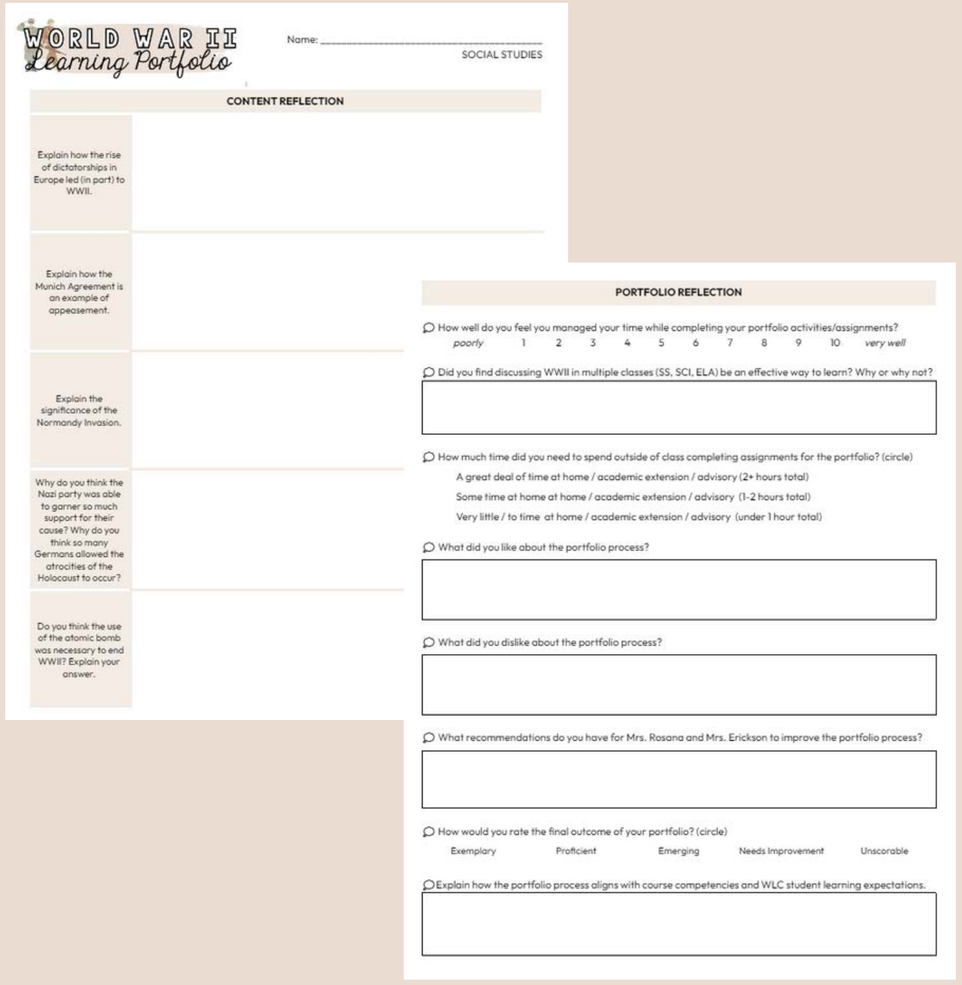


Night

Elie Wiesel

TASK

- Reading and analyzing the novel
- Students create reflection journals as they read the novel
- Analyzing Holocaust journal entries
- Poems from Holocaust survivors



WORLD WAR II
Learning Portfolio

Name: _____

SOCIAL STUDIES

CONTENT REFLECTION

Explain how the rise of dictatorships in Europe led (in part) to WWII.	
Explain how the Munich Agreement is an example of appeasement.	
Explain the significance of the Normandy Invasion.	
Why do you think the Nazi party was able to garner so much support for their cause? Why do you think so many Germans allowed the atrocities of the Holocaust to occur?	
Do you think the use of the atomic bomb was necessary to end WWII? Explain your answer.	

PORTFOLIO REFLECTION

How well do you feel you managed your time while completing your portfolio activities/assignments?
poorly 1 2 3 4 5 6 7 8 9 10 *very well*

Did you find discussing WWII in multiple classes (SS, SCI, ELA) be an effective way to learn? Why or why not?

How much time did you need to spend outside of class completing assignments for the portfolio? (circle)

A great deal of time at home / academic extension / advisory (2+ hours total)

Some time at home at home / academic extension / advisory (1-2 hours total)

Very little / to time at home / academic extension / advisory (under 1 hour total)

What did you like about the portfolio process?

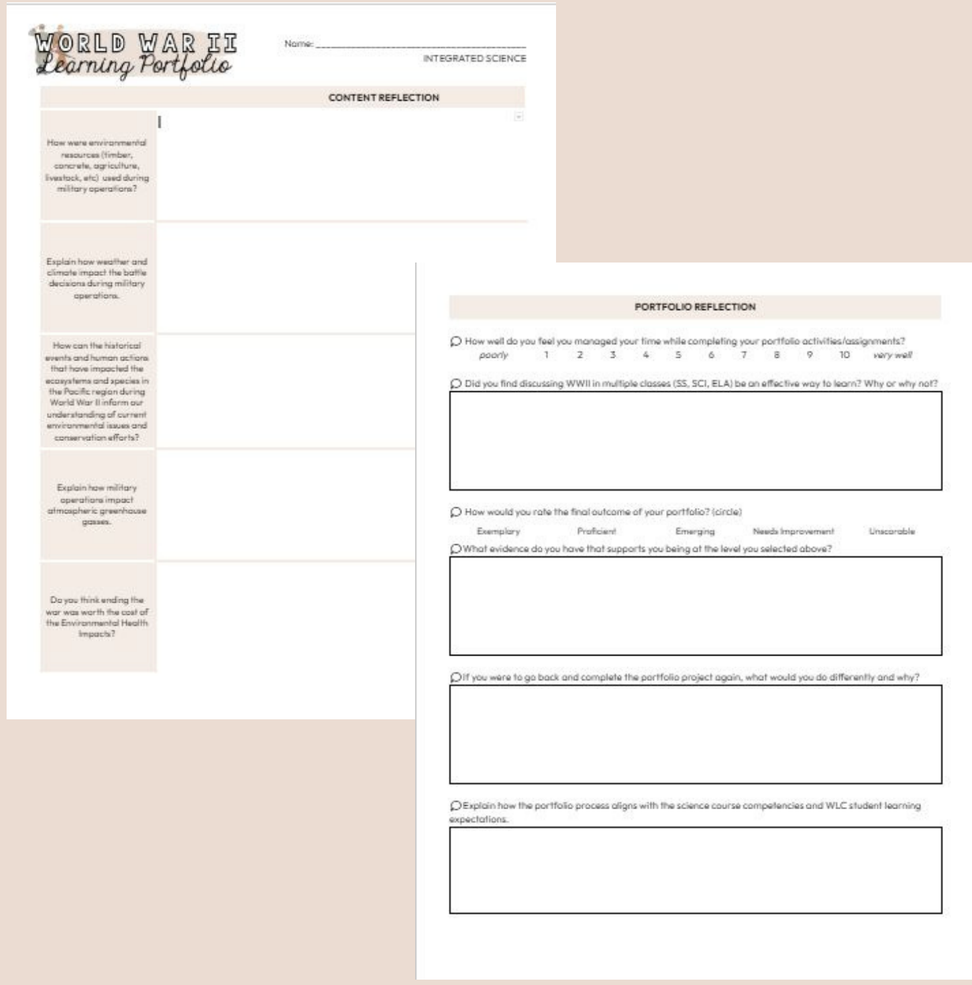
What did you dislike about the portfolio process?

What recommendations do you have for Mrs. Rosana and Mrs. Erickson to improve the portfolio process?

How would you rate the final outcome of your portfolio? (circle)

Exemplary Proficient Emerging Needs Improvement Unscorable

Explain how the portfolio process aligns with course competencies and WLC student learning expectations.



WORLD WAR II
Learning Portfolio

Name: _____

INTEGRATED SCIENCE

CONTENT REFLECTION

How were environmental resources (timber, concrete, agriculture, livestock, etc) used during military operations?	
Explain how weather and climate impact the battle decisions during military operations.	
How can the historical events and human actions that have impacted the ecosystems and species in the Pacific region during World War II inform our understanding of current environmental issues and conservation efforts?	
Explain how military operations impact atmospheric greenhouse gasses.	
Do you think ending the war was worth the cost of the Environmental Health Impacts?	

PORTFOLIO REFLECTION

How well do you feel you managed your time while completing your portfolio activities/assignments?
poorly 1 2 3 4 5 6 7 8 9 10 *very well*

Did you find discussing WWII in multiple classes (SS, SCI, ELA) be an effective way to learn? Why or why not?

How would you rate the final outcome of your portfolio? (circle)

Exemplary Proficient Emerging Needs Improvement Unscorable

What evidence do you have that supports you being at the level you selected above?

If you were to go back and complete the portfolio project again, what would you do differently and why?

Explain how the portfolio process aligns with the science course competencies and WLC student learning expectations.

Learning Portfolio Reflection

Student Quotes

WLCTA BOARD REPORT-JUNE 2023

- Spring concerts for FRES and LCS went very well!
- Kindergarteners visited FRES on June 5th to see their new school and meet the 1st grade teachers.
- State testing was completed across the district and teachers had their data analysis days in early June.
- Kindergarten is screening new students for early literacy/math skills, speech, and OT needs.
- 5th grade graduation is on June 20th. Step up day was on June 8th and 5th grade got to visit the middle school.
- 2nd grade went to Seacoast Science Center on May 25th.
- 1st grade went to Peabody Mills on May 30th.
- 4th grade went to NH State Capitol on May 25th.
- 3rd grade went to Squam Lakes in early May.
- Field day is on June 16th with a rain date of June 19th.

Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

192 Forest Road Lyndeborough, NH 03082
603-732-9227

Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

Superintendent's Report
June 13, 2023

- Per RSA 198:20-b, the School Board will need to hold a public hearing for unanticipated revenue on June 27. The public hearing will be a formality to accept the funds.

- We will need to replace our WLC gym floor due to extensive water damage. We anticipate that completion of the work will run into early September. Our insurance deductible is $1,000.

- FYI…We received our **preliminary** Title I Part A 2023-2024 grant totaling $146,839.33. Title I is intended to support economically disadvantaged students by helping to close academic achievement gaps.

- Update: The following are the open teaching positions this year and the employees we've brought on to fill those positions at this time:

Open Teaching Positions		**Budgeted Salary**	**Teacher Hired**	**Actual Salary**
Elizabeth Graves	Kindergarten Teacher	$41,600	Kirsten Rourke (to Board 6/13/23)	$38,000
Aimee Gelineau	School Counselor	$44,000	Samuel Metivier (to Board 6/13/23)	$45,500
Georgia Hegner	HS English Teacher	$46,100	Dawn Hall (to Board 6/13/23)	$56,700
Laura Kostenblatt	MS Science Teacher	$48,500	Ben Thyng	$38,000
Hannah Schwack-Trovitch	MS Math Teacher	$40,400		
Andrew Tyler	Computer Science Teacher	$56,700		
Jessica Wentworth	HS Math Teacher	$48,400	Olga Thompson	$67,000
Erin Stewart	5th Grade Teacher	$47,200	Jessica Radloff	$38,000
Jesus Cantu-Trevino	HS Math Teacher	55,100	Tyler Kiliulis	$41,000
Mike Naso	MS Science Teacher	43,100		
Amalia Traffie	MS English Teacher	$40,400		
Ken Garnham	.80 PE Teacher	$33,784	Cameron Taber	$31,360
New position	3rd Grade Teacher	$55,000	Emeria Longval	$38,000
Valarie Bemis-Transfer-WIN	*1st Grade Teacher*	*$49,100*	*Laura Seale (to Board 6/13/23)*	*$46,100*
Bridgette Fuller	*W.I.N. Coordinator*	*$76,460*	*Valarie Bemis*	*$49,100*
Alison Bowman	HS English Teacher	$45,500	John Thomas (to Board 6/13/23)	$69,200
Becky Hawkes	2nd Grade Teacher	$49,100		
	Totals	**$820,444**		**$557,960**
			Difference	**$262,484**

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Business Administrator

Director of Student Support Services Report
June 2023

This month, we revisit the Behavioral Resource Center planned for FRES.

We are very excited that we have found funding sources within the approved budget for next year for the school social worker position that is necessary to open this center. Through the hard work of the entire administrative team and especially Kristie and Peter, we have found some financial efficiencies after making some transfers of staff and the assumption of additional duties by other staff members to provide this opportunity. As a reminder, this position will be staffed by a school social worker and a para-educator. The paraeducator position is already contained in our budget and will not be a new position. The school social worker position will be a contracted service position without any benefits.

At our last Board meeting, members asked for additional information regarding the qualifications, ethics and duties of the school psychologist and school social worker positions. I included the New Hampshire Administrative Code regulations for both positions in this month's packet as well as links to each of these position's state and national professional groups. These links will bring you to a wealth of information about such position as well as contact information if you have detailed questions about either positions. I hope this information addresses the questions that were brought up at our last meeting. As always, I will be ready to entertain further questions around these topics at the Board meeting.

We are excited to begin this work for all of our students. Once again, this will not be just a general education or special education program. Rather, it is a place for all students to access if needed. We have discussed how our building climates have changed over the years. Unfortunately, the loss of direct face to face contact with each other during Covid has heightened not only the mental health needs of more students, but also has required all of us to work hard to help our students understand and participate appropriately in any kind of school activity.

I look forward to speaking more about this program at the Board meeting. I am requesting a Board vote on this program on June 13th.

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THE PROFESSIONAL STANDARDS

of the National Association of School Psychologists

2020

NASP
NATIONAL ASSOCIATION OF
School Psychologists

Model for Comprehensive and Integrated School Psychological Services

Standards for Graduate Preparation of School Psychologists

Standards for the Credentialing of School Psychologists

Principles for Professional Ethics

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Preface

In May 2020, the NASP Leadership Assembly, composed of more than 80 leaders from across the United States, approved the NASP 2020 Professional Standards. The NASP standards consist of four separate yet integrated documents: (a) *Model for Comprehensive and Integrated School Psychological Services* (also known as the NASP Practice Model), (b) *Standards for Graduate Preparation of School Psychologists*, (c) *Standards for the Credentialing of School Psychologists*, and (d) *Principles for Professional Ethics*.

The 2020 Professional Standards were developed within the context of current issues relevant to education and psychology, in consideration of NASP's strategic goals for the profession, and with a visionary look at future developments in our field at the national, state, and local levels. Over more than 3 years, the standards writing team and other NASP leaders have worked to ensure that the process of revising the four documents of the standards was completed with integrity and with input from NASP membership, elected and appointed NASP leaders, other leaders in the field of school psychology, and external stakeholders. It was those participants' strong commitment that ensured that the NASP 2020 Professional Standards accurately reflect the vision for the field for the coming decade.

The planning process to revise the NASP Professional Standards formally began in 2016. The revision process was spearheaded by writing teams for each of the four standards, who developed the drafts and reviewed all comments and suggestions resulting from multiple surveys and focus groups. The comprehensive revision process integrated an analysis of key issues for school psychology and the needs of school psychologists, with multistage development and review by many participants, including NASP leaders, NASP members, and representatives of other school psychology and related organizations.

Input solicited by web-based surveys, in open forums held at NASP conventions, and through other communications was used throughout the process to identify needed revisions and to obtain feedback. All drafts were independently reviewed by NASP leaders who volunteered to serve on review teams for each standard. Additionally, lengthy discussions were held at the annual Fall Leadership Meetings of the Leadership Assembly from 2016–2019. The final versions that were adopted by the Leadership Assembly in May 2020 represent an integration of the expertise and experience of numerous leaders in school psychology.

The NASP 2020 Professional Standards will strengthen NASP's many efforts to support school psychologists and promote effective and comprehensive school psychological services. Through these major policy documents, NASP will communicate its positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels. As a unified set of national principles, these policy documents guide professional practices, graduate education, credentialing, and ethical behavior of school psychologists. Additionally, they define contemporary school psychology practice; promote comprehensive and integrated services for children, families, and schools; and provide the foundation for the future of school psychology for the next 10 years.

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Introduction

The vision of the National Association of School Psychologists (NASP) is that all children and youth access the learning, behavior, and mental health support needed to thrive in school, at home, and throughout life. Consistent with this vision is the core purpose of NASP, which is to empower school psychologists to promote the learning, behavior, and mental health of all children and youth. This purpose is accomplished through the values of integrity, diversity, a focus on children and youth, advocacy, collaborative relationships, continuous improvement, and visionary leadership.

School psychologists are uniquely qualified specialized instructional support personnel (SISP) who are members of school teams that support students' ability to learn and teachers' ability to teach. They receive specialized advanced graduate preparation that includes coursework and field experiences relevant to both psychology and education. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. School psychologists support children, youth, families, and schools through the identification of appropriate evidence-based educational and mental and behavioral health services for all children and youth; implementation of professional practices that are data driven and culturally responsive; delivery of a continuum of services for children, youth, families, and schools from prevention to intervention and evaluation; and advocacy for the value of school psychological services. School psychologists typically work in public or private schools, universities, or other educational settings that may include hospitals, clinics, or residential facilities.

NASP's professional standards—including the *Model for Comprehensive and Integrated School Psychological Services* (also known as the NASP Practice Model), the *Standards for Graduate Preparation of School Psychologists*, the *Standards for the Credentialing of School Psychologists*, and the *Principles for Professional Ethics*—provide a unified set of national standards that guide graduate education, credentialing, professional practice and services, and ethical behavior of school psychologists. These professional standards define contemporary school psychology; promote school psychologists' services for children, youth, families, and schools; and provide a foundation for the future of school psychology. Additionally, these standards are used to communicate NASP's positions; support positive outcomes for children, youth, families, and schools; and advocate for appropriate qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels. NASP's professional standards undergo review and revision approximately every 10 years, following a multiyear process that includes input from internal and external stakeholders and eventual review and approval by NASP's leadership.

Model for Comprehensive and Integrated School Psychological Services

The NASP Practice Model 2020

PURPOSE

The *Model for Comprehensive and Integrated School Psychological Services* (also known as the NASP Practice Model) represents the official policy of the National Association of School Psychologists (NASP) regarding the delivery of comprehensive school psychological services. First written in 1978 as the *Guidelines for the Provision of School Psychological Services*, and revised in 1984, 1992, 1997, 2000, 2010, and 2020, the model serves as a guide to the organization and delivery of school psychological services at the federal, state, and local levels. The model provides direction to school psychologists, students and faculty in school psychology graduate programs, administrators of school psychological services, and consumers of school psychological services regarding excellence in professional school psychology. It also delineates what services might reasonably be expected to be available from school psychologists and, thus, further defines the field. In addition, the model is intended to educate the profession and the public regarding appropriate professional practices and to stimulate the continued development of the profession.

USING THE NASP PRACTICE MODEL

The *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model) addresses the delivery of school psychological services within the context of educational programs and educational settings. This revision of the Practice Model, like its precursors, focuses on the special challenges associated with providing school psychological services in schools and to children, youth, and families. School psychologists who provide services directly to students, parents or guardians, and other clients as private practitioners, and those who work in other mental and behavioral health settings, are encouraged to be knowledgeable of federal and state laws regulating mental health providers, and to consult the NASP 2020 *Principles for Professional Ethics* and the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* (2017) for guidance on issues not addressed in the model.

The model includes two major sections that describe the responsibilities of individual school psychologists and the responsibilities of school systems to support comprehensive school psychological services. Part I: Professional Practices describes each of the 10 domains of practice that are the core components of this model of school psychological services. Part II: Organizational Principles describes supports and responsibilities of organizations

that employ school psychologists. These principles describe the organizational conditions that must be met in order to ensure effective delivery of school psychological services for children, youth, families, and schools.

The degree to which school psychologists engage in the activities described within this document may be predicated on the degree to which local education agencies (LEA) adhere to the organizational principles. Nevertheless, it is anticipated that these guidelines will serve as the model for effective program development and professional practice at the federal, state, and local levels. The 10 domains provide a general framework of basic competencies that all school psychologists possess. NASP encourages state and federal legislators, local school boards, and the administrative leaders of federal, state, and local education agencies to support the concepts contained within the model.

NASP acknowledges that this model sets expectations for services not presently mandated by federal law or regulation and not always mandated in state laws and administrative rules. Future amendments of such statutes and rules, and the state and local plans resulting from them, should incorporate the recommendations contained in this document. Furthermore, NASP understands that school psychological services are provided within the context of ethical and legal mandates. Nothing in the model should be construed as superseding such relevant rules and regulations.

The model provides flexibility, allowing agencies and professionals to develop procedures, policies, and administrative organizations that meet both the needs of the agency and the professional's desire to operate within recognized professional standards of practice. At the same time, the model has sufficient specificity to ensure appropriate and comprehensive service provision.

COMPREHENSIVE AND INTEGRATED SERVICES: DOMAINS OF SCHOOL PSYCHOLOGY PRACTICE

School psychologists provide comprehensive and integrated services across 10 general domains of school psychology practice, as illustrated in Figure 1 of this document. Graduate education in school psychology prepares practitioners with basic professional competencies, including both knowledge and skills, in the 10 domains, as well as the ability to integrate knowledge and apply professional skills across domains in the practice of school psychology. The following core beliefs form the foundation for the NASP Practice Model:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, evidence-based practices, and implementation strategies within the domains, as well as the ability to communicate important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all students, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology practice as they deliver a comprehensive range of services in professional practice that result in direct, measurable outcomes for students, families, schools, and/or other consumers.

The practice domains are highly interrelated and not mutually exclusive. The brief descriptions and examples of professional practices in each of the domains provided below outline major areas of knowledge and skill, but they are not intended to reflect the full range of possible competencies of school psychologists. Figure 1 represents the 10 domains within a model of comprehensive and integrated services provided by school psychologists.

Figure 1. The NASP Practice Model

The *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model) describes the services provided by school psychologists to students, families, and schools. The model generally does not differentiate the services provided by school psychologists prepared at the doctoral and specialist levels. Rather, the model promotes a high level of services to meet the academic, social, behavioral, and emotional needs of all children and youth. It may be noted, however, that work experience, advanced graduate education, and professional development may result in specific skills and advanced knowledge of individual school psychologists. Among groups of school psychologists, not everyone will acquire skills to the same degree of proficiency across all domains of practice. However, all school psychologists are expected to possess at least a basic level of competency in all of the domains of practice described in this model.

PART I: PROFESSIONAL PRACTICES

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for

decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. Examples of professional practices associated with data-based decision making include the following:

- School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
- School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.
- School psychologists incorporate various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.
- School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention.
- School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.
- School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.
- School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs.
- School psychologists use information and technology resources to enhance data collection and decision making.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as 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 associated with consultation and collaboration include the following:

- School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.
- School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.
- School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.
- School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.
- School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.
- School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.
- School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

DIRECT AND INDIRECT SERVICES FOR STUDENTS, FAMILIES, AND SCHOOLS

STUDENT-LEVEL SERVICES

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the 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, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

- School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
- School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.
- School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.
- School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.
- School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.
- School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.
- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
- School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.
- School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and management of academic demands.
- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning.

School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. Examples of professional practices associated with the development of social–emotional and behavioral skills include the following:

- School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as

self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.

- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.
- School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.
- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidence-based mental and behavioral health interventions.
- School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.
- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.
- School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.
- School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.
- School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

SYSTEMS-LEVEL SERVICES

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. Professional and leadership practices associated with school-wide promotion of learning include the following:

- School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.
- School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.
- School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.
- School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.

- School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).
- School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.
- School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.
- School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student's attainment of academic, social–emotional, and behavioral goals.
- School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery. Examples of effective services to promote safe and supportive schools include the following:

- School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.
- School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- School psychologists advocate for state and local policies that promote safe and inclusive school environments.
- School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.
- School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.
- School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
- School psychologists participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.
- School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.
- School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.

- School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.
- School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. Examples of professional practices associated with family, school, and community collaboration include the following:

- School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.
- School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.
- School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development.
- School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.
- School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.
- School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students' needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.
- School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special

educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. Examples of professional practices that respect diversity and promote equity include the following:

- School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
- School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.
- School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.
- School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.
- School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.
- School psychologists employ a strengths-based approach to address the learning needs of English learners.
- School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.
- School psychologists recognize both within- and between-group differences when working with diverse student populations.
- School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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 systems levels. Examples of professional practices associated with research and evidence-based practice include the following:

- School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.
- School psychologists advocate for the use of evidence-based educational practices in instruction, social–emotional learning, and positive behavioral supports at the individual, group, school, and district levels.
- School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.
- School psychologists provide assistance for analyzing, interpreting, and using empirical foundations to support effective school practices.
- School psychologists evaluate, select, and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.
- School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision making.
- School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.

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 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, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. Examples of legal, ethical, and professional practice include the following:

- School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
- School psychologists engage in effective, collaborative, and ethical professional relationships.
- School psychologists seek and use professional supervision, peer consultation, and mentoring for effective practice.
- School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.
- School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.
- School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.
- School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.
- School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.
- School psychologists collect data to evaluate and document the effectiveness of their own services.
- School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.
- School psychologists participate in continuing professional development activities at a level consistent with maintenance of the Nationally Certified School Psychologist credential (i.e., a minimum of 75 hours of professional development every 3 years).
- As part of continuing professional development, school psychologists may participate in local, state, and national professional associations and, when interested, engage in leadership roles.

PART II: ORGANIZATIONAL PRINCIPLES

ORGANIZATIONAL PRINCIPLE 1: ORGANIZATION AND EVALUATION OF SERVICE DELIVERY

Comprehensive school psychological services are provided by appropriately licensed or credentialed school psychologists who have received graduate preparation consistent with NASP professional standards.

School psychological services are provided in a coordinated, organized fashion and are delivered in a manner that ensures the provision of a seamless continuum of services. Services are delivered in accordance with a strategic planning process that considers the needs of all stakeholders and uses an evidence-based program evaluation model.

1.1. School psychological services are planned and delivered on the basis of a systematic assessment of the educational and psychological needs of the students and families in the local community. School systems ensure that services provided directly by school psychologists are based on a strategic plan. The plan is developed based on the collective needs of the school system and community, with the primary focus being the specific needs of the students served by school psychologists.

1.2. School psychological services are available to all students on an equal basis. Differentiated services are provided to students based on their need, rather than on specific funding sources, disability status, or special education eligibility.

1.3. School psychological services are integrated with other school and community services. Students and their families should not be responsible for the integration of these services based on funding, setting, or program location. Therefore, school psychological and other mental and behavioral health services are provided through a "seamless" system of care.

1.4. Contractual school psychological services are provided in a manner consistent with this model, NASP's *Principles for Professional Ethics*, and other relevant professional guidelines and standards. Contractual school psychological services are not used as a means to decrease the type, amount, and quality of school psychological services provided by the employing agency. They may be used to augment and enhance programs. When external professionals, with appropriate school psychology credentials, provide school psychological services, the school system maintains responsibility for the quality of services and for oversight of planning and implementation of services.

1.5. School systems conduct regular evaluations of the collective delivery of student services as well as those services provided by individual school psychologists. The evaluation process focuses on both the nature and extent of the services provided (process) and the student- or family-focused effects of those services (outcomes). Evaluation of services from external professionals who provide school psychological services is the responsibility of the school system, and the evaluation process should be consistent with that used for services provided by school psychologists who are school district employees.

1.6. School systems ensure that school psychologists are evaluated with methods and metrics that reflect their unique training and practice. Evaluation of school psychologists is linked to the NASP Practice Model and reflects the domains of practice outlined therein.

1.7. The school system provides a range of services to meet the academic and mental and behavioral health needs of students. As indicated in this model, school psychologists collaborate with other school personnel to provide both direct and indirect services to students and families. The consumers of and participants in these services include students, teachers, school counselors, school social workers, administrators, other school personnel, families, care providers, other community and regional agencies, and resources that support the educational process.

1.8. School systems support the provision of consultative and other services by school psychologists to teachers, administrators, and other school personnel for the purpose of improving student outcomes.

ORGANIZATIONAL PRINCIPLE 2: CLIMATE

It is the responsibility of the school system to create a climate in which school psychological services can be delivered with mutual respect for all parties. Employees have the freedom to advocate for the services that are necessary to meet the needs of consumers and are free from artificial, administrative, or political constraints that might hinder or alter the provision of appropriate services.

2.1. School systems promote cooperative and collaborative relationships among staff members in a manner that best meets the mutual interests of students and families. Conflicts are resolved in a constructive and professional manner.

2.2. School systems provide an organizational climate in which school psychologists and other personnel may advocate in a professional manner for the most appropriate services for students and families, without fear of reprisal from supervisors or administrators.

2.3. School systems promote work environments that maximize job satisfaction of employees in order to maintain the high quality of services provided to students. Measures of work climate are included in organizational self-evaluation.

2.4. School systems promote and advocate for balance between professional and personal lives of employees. Supervisors monitor work and stress levels of employees and take steps to reduce pressure when the well-being of the employee is at risk. Supervisors are available to employees to help resolve problems when personal factors may adversely affect job performance and when job expectations may adversely affect the personal life of the employee.

ORGANIZATIONAL PRINCIPLE 3: PHYSICAL, PERSONNEL, AND FISCAL SUPPORT SYSTEMS

School systems ensure that (a) an adequate recruitment and retention plan for employees exists to ensure adequate personnel to meet the needs of the system; (b) all sources of funding, both public and private, are used and maximized to ensure the fiscal support necessary to provide adequate services; (c) all employees have adequate technology, resources, and work space; and (d) employees have adequate personnel benefits necessary to support their work, including discipline-specific professional development.

3.1. School systems assume professional responsibility and accountability for services through the recruitment of qualified and diverse staff and the assurance that staff function only in their areas of competency.

3.2. School systems support recruitment and retention of qualified staff by advocating for appropriate ratios of school psychologists to students. The ratio of school psychologists to students is a critical aspect of providing high-quality, comprehensive services and should not exceed one school psychologist for every 500 students. In some situations, the school psychologist-to-student ratio may need to be lower. These include, but are not limited to, situations in which school psychologists are assigned to work primarily with student populations that have intensive special needs (e.g., students with significant emotional or behavioral disorders, or students with developmental disorders) or within communities that are disproportionately affected by poverty, trauma, and environmental stressors. Lower ratios may also be required when school psychologists are itinerant, recognizing the demands inherent in traveling from school to school and in developing and maintaining collaborative relationships in multiple sites.

3.3. School systems provide advanced technological resources to facilitate effective time management, communication systems, data management systems, and service delivery.

3.4. School systems provide school psychologists with access to appropriate professional work materials, sufficient office and work space, adequate technology and clerical support, and general working conditions that enhance the delivery of effective services and ensure confidentiality. Included are assessment and intervention materials, access to private telephone and office, therapeutic aids, and access to professional literature.

ORGANIZATIONAL PRINCIPLE 4: PROFESSIONAL COMMUNICATION

School systems ensure that policies and practices exist that result in positive, proactive communication among employees at all administrative levels of the organization.

4.1. School systems provide opportunities for employees to communicate with each other about issues of mutual professional interest on a regular basis.

4.2. School systems support and promote collaborative problem-solving approaches to the planning and delivery of school psychological services. Decision making and strategic planning regarding school psychological services are done in collaboration with other departments and outside agencies to ensure optimal services for students.

4.3. School systems ensure that staff members have access to the technology necessary to perform their jobs adequately and to maintain appropriate and confidential communication with students, families, and service providers within and outside the system.

4.4. The school system's policy on student records is consistent with state and federal laws and regulations and ensures the protection of the confidentiality of students and their families. The policy specifies the types of data developed by the school psychologist that are classified as school or student records. The policy gives clear guidance (consistent with the Family Educational Rights and Privacy Act or similar state law and regulations) regarding which documents belong to the school and the student/guardian and which documents belong to the school psychologist. Although test protocols are part of the student's record, the school system ensures that test security is protected and copyright restrictions are observed. Release of records and protocols is consistent with state and federal regulations. The policy on student records includes procedures for maintaining student confidentiality and privacy in the use of electronic communications. The NASP *Principles for Professional Ethics* provides additional guidance for schools with regard to responsible school-based record keeping.

ORGANIZATIONAL PRINCIPLE 5: SUPERVISION, PEER CONSULTATION, AND MENTORING

The school system ensures that all personnel have opportunities for supervision, peer consultation, and mentoring adequate to ensure the provision of effective and accountable services. Supervision and mentoring are provided through an ongoing, career-long, positive, systematic, collaborative process between the school psychologist and a school psychology supervisor or other school psychology colleagues. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance among all participants, including the school psychologist, supervisor, students, and entire school community.

5.1. Individuals engaging in professional or administrative supervision of school psychologists have a valid state school psychology credential for the setting in which they are employed, and they have a minimum of 3 years of experience as practicing school psychologists. Professional training and/or experience in the supervision of school personnel is preferred.

5.2. Supervision methods should match the experience, competencies, and needs of the school psychologist. Interns and novice school psychologists require more intensive supervisory modalities, including regularly scheduled face-to-face sessions. Alternative methods, such as supervision groups, mentoring, and/or peer consultation, can be used with more experienced school psychologists to ensure continued professional growth and support for complex or difficult cases.

5.3. School systems allow time for school psychologists to participate in supervision, peer consultation, and mentoring. In small or rural systems, where a supervising school psychologist may not be available, the school system ensures that school psychologists are given opportunities to seek supervision, mentorship, and/or peer consultation outside the district (e.g., through regional, state, or national school psychology networks).

5.4. The school system should develop and implement a coordinated plan for the accountability and evaluation of all school psychological services. This plan should address evaluation of both implementation and outcomes of services.

5.5. Supervisors ensure that practicum and internship experiences occur under conditions of appropriate supervision, including (a) access to professional school psychologists who will serve as appropriate role models, (b) supervision by an appropriately credentialed school psychologist, and (c) supervision within the guidelines of the graduate preparation program and NASP's *Standards for Graduate Preparation of School Psychologists*.

5.6. Supervisors provide professional leadership through their participation in school psychology professional organizations and active involvement in local, state, and federal public policy development.

ORGANIZATIONAL PRINCIPLE 6: PROFESSIONAL DEVELOPMENT AND RECOGNITION SYSTEMS

Individual school psychologists and school systems develop professional development plans annually. The school system ensures that the continuing professional development of its personnel is both adequate for and relevant to the service delivery priorities of the school system. School systems recognize the need for a variety of discipline-

specific professional development activities. Such activities could include those provided by the school system, NASP-approved providers, or other educational entities, or other activities such as online training, formal self-study, and professional learning communities.

6.1. The school system provides support (e.g., funding, time, supervision) to ensure that school psychologists have sufficient access to continuing professional development at a level necessary to remain current regarding developments in professional practices that benefit children, families, schools, and communities. The school system provides technology and personnel resources to assist in providing a system for documenting professional development activities. The school system supports the professional and leadership development of school psychologists interested in local, state, or national leadership opportunities by providing release time or other forms of support.

6.2. The school system provides the opportunity for school psychologists to create and follow personal plans for professional development that guide their acquisition of new knowledge, skills, and abilities. Supervision supported by the school system makes available the opportunities to provide feedback to the school psychologist about the quality of new skill applications.

6.3. The school system provides levels of recognition (e.g., salary, leadership opportunities) that reflect the professional growth of individual school psychologists. School psychologists are provided with opportunities to use new skills consistent with professional growth.

Standards for Graduate Preparation of School Psychologists

PURPOSE

The NASP *Standards for Graduate Preparation of School Psychologists* contribute to the development of effective school psychology services by identifying critical graduate education experiences and competencies needed by candidates preparing for careers as school psychologists. Graduate education of school psychologists occurs through specialist-level or doctoral-level programs of study in school psychology, as defined in these standards. In addition to providing guidance to graduate programs, the NASP graduate preparation standards are intended to serve as a national model that assists state education agencies and other state and national agencies in establishing standards for school psychologists' graduate education and practice. It is important to note that the NASP graduate preparation standards are official policy documents of the association and, as national guiding principles for graduate preparation, provide statements about program structure and content that reflect NASP's expectations for high-quality preparation in all graduate programs in school psychology.

USING THE STANDARDS FOR GRADUATE PREPARATION OF SCHOOL PSYCHOLOGISTS

The NASP *Standards for Graduate Preparation of School Psychologists* will serve as a foundation for NASP's program review and approval, accreditation, and/or national recognition procedures for specialist and doctoral-level programs in school psychology. Programs planning to pursue program review, or newly established programs, can also use these standards when designing the program's curriculum and infrastructure. The *Standards for Graduate Preparation of School Psychologists* cover five primary areas: (a) program context and structure, (b) content knowledge, (c) supervised field experiences, (d) performance-based program assessment and accountability, and (e) program support and resources. More information about the process for formal program review can be found at www.nasponline.org.

Program Standard 1: School Psychology Program Context and Structure

Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and on a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates' strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively affect children and youth, families, schools, and other consumers. A school psychology program may additionally offer nondegree opportunities that lead to a school psychology credential and are based on the NASP graduate preparation standards. The following elements are apparent in the school psychology program.

1.1. The school psychology program is comprehensive, sequential, and experiential, and it fosters the development of candidates' professional identity as school psychologists, as reflected in the following:

- Clear identification as a "school psychology program" and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain.
- An integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and are consistent across candidates.[1,2]
- Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession.[3]
- While multiple instructional delivery methods (e.g., online, face to face[4], hybrid) may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner.
- Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across the NASP domains of school psychology practice outlined in Program Standard 2; and direct, measurable effects on children and youth, families, schools, and other consumers.
- Use of data from multiple measures, including performance-based evaluation regarding candidates and program graduates (e.g., employment, licensure/certification, satisfaction) to improve the quality of the program.

1.2. Graduate preparation in school psychology requires intensive support, guidance, and direct supervision of candidates. The school psychology program faculty need to be sufficient to advise candidates, provide instruction in highly applied courses, coordinate and supervise field experiences, engage in continuous program improvement, attend to administrative duties, and provide appropriate class sizes and sufficient course offerings to demonstrate program and candidate outcomes. Graduate preparation is designed, delivered, and assessed by a sufficient number of highly qualified faculty members who primarily are school psychologists.[5] Program faculty requirements include:

- Faculty who are designated specifically as school psychology program faculty members and have teaching loads of at least three full-time equivalents (FTE). Full-time equivalent is defined as 100% of teaching

[1] If the school psychology program grants recognition of prior graduate courses and/or field experiences taken by candidates before entry into the program, the program applies systematic evaluation procedures and criteria to ensure (a) equivalency between prior courses, field experiences, and program requirements; and (b) consistency across required program coursework and field experiences for candidates.

[2] An integrated, sequential program of study and supervised practice in school psychology is a planned sequence of related courses and field experiences designed according to the program's philosophy/mission, goals, and objectives. Course prerequisites, a required program sequence, and/or similar methods ensure that all candidates complete the program in a consistent, systematic, and sequential manner. In addition to requiring a program of study for candidate attainment of primary knowledge and skill areas, the program may offer options for specializations or electives in specific competencies.

[3] Examples of program activities include candidates' attendance at program/department seminars; participation with other candidates and faculty in professional organization meetings; participation in ongoing research, program development, outreach, or service activities; and similar activities in school psychology that promote candidates' professional identity as school psychologists and affiliation with colleagues and faculty.

[4] *Face-to-face* for field-based supervision means in the physical presence of or electronic presence of the individuals involved in the supervisory relationship during either individual or group supervision. Face-to-face supervision may include secure video conferencing or real-time communication with both parties in each other's physical presence. Face-to-face supervision does not include mail, email, digital chat, or phone calls.

[5] School psychology program faculty members are those designated for primary teaching, research, service, advising, supervisory, and/or administrative responsibilities in the program and who participate in comprehensive program development and mentorship activities, including ongoing decision making, planning, and evaluation processes. Program faculty may hold full-time or part-time assignments in the program, but ongoing participation in a number of comprehensive program activities is a key factor. In contrast, other faculty may contribute to the program only by teaching courses or by participating in other limited activities (e.g., on a limited adjunct, affiliated, or related basis).

load in the school psychology program or teaching load plus release time for directing the school psychology program and/or other responsibilities.

- At least two school psychology program faculty members (including the program administrator) who hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology).
- Other school psychology program faculty members, as relevant for the program, who hold one of the following: (a) a specialist degree in school psychology and significant school-based experience (if allowed by the program's regional accrediting body and institution); or (b) a doctoral degree in psychology, education, or closely related discipline and formal preparation and expertise to teach/supervise in the content area they have been assigned in the graduate program.
- Faculty-to-student ratio of no greater than 1 to 12 in the overall program and instructionally intensive courses containing a significant supervision component. This ratio applies to all candidates in school psychology programs at the institution (e.g., specialist, doctoral, respecialization or professional retraining). The ratio may be based on a prorated proportion of program faculty and candidates. Part-time candidates, interns, and candidates working exclusively on research, theses, or dissertations may be prorated based on the credit hours enrolled in and the amount of supervision provided by program faculty.

1.3. **School Psychology Specialist-Level Programs Only:** The specialist-level program of study in school psychology consists of the following:

- A minimum of 3 years of full-time study at the graduate level or the equivalent, inclusive of structured field experiences.
- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience.[6]
- The supervised internship experience must be taken for academic credit, with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis.
- Institutional documentation of completion of school psychology specialist-level program.[7]

1.4. **School Psychology Doctoral-Level Programs Only:** The doctoral-level program of study in school psychology[8] consists of the following:

- Greater depth in one or more school psychology competencies described in NASP domains of school psychology practice (see Program Standard 2), consistent with the philosophy/mission of doctoral-level preparation[9] and reflected in program aims, sequential program of study, and supervised practice.

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[6] Graduate semester hours are units of graduate credit based on a semester course schedule. In cases in which a quarter schedule is used, three quarter hours equals two semester hours. Thus, 90 quarter hours of credit are essentially equivalent to 60 semester hours. Programs that use other credit systems (e.g., trimester credits, unit credits) provide candidates with documentation of institutional policy regarding their equivalency to a semester hour system.

[7] Institutional documentation of program completion is official documentation provided by the higher education institution (or by a unit of the institution) that an individual has completed the entire required course of study (minimum of 60 graduate semester hours or the equivalent) in the school psychology program at the specialist or doctoral level, including the internship. Institutional documentation is typically in the form of a degree or diploma (PhD, PsyD, EdS, MS or MA +60, etc.), certificate of advanced graduate studies (e.g., CAS, CAGS), transcript notation indicating program completion, or similar official documentation of completion of the entire school psychology program.

[8] Programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and, to the greatest extent possible within the program's objectives and course of study, credit for prior graduate preparation.

[9] Doctoral programs typically are characterized by advanced competencies in research, and the program may identify additional competencies that address the specific philosophy/mission, goals, and objectives of its doctoral program of study (e.g., greater depth in one or more domains described in NASP Domains of School Psychology Practice, a practice specialization, supervision or leadership competency, preparation for specialized roles or settings such as research or graduate instruction).

- A minimum of 4 years of full-time study, including an internship at the graduate level, or the equivalent if part-time.
- At least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and a terminal doctoral project (e.g., dissertation or capstone).
- A supervised internship, taken for academic credit with a minimum of 1,500 clock hours, at least 600 hours of which are completed in a school setting, unless a prior specialist-level internship in a school setting or 600-hour advanced practicum experience in a school setting had been completed prior to internship that provided a comparable experience to a formal specialist-level internship.
- Institutional documentation of school psychology doctoral-level program completion provided to graduates.

1.5. All aspects of human diversity and social justice are recognized as strengths that are valued and respected throughout the school psychology program. Human diversity is broadly defined as it relates to race, ethnicity, gender, gender identification, sexual orientation, age, socioeconomic status, linguistic differences, ability, and intersection of any of the above. Social justice ensures that all children and youth are valued and that their rights and opportunities are protected in schools and communities. Human diversity and social justice are reflected in the following:

- Philosophy/mission, goals, and objectives for candidates' competencies.
- Candidate admissions, candidate and faculty demographics/characteristics, curricula, practica, internships, candidate assessment, and faculty activities, as well as other components of the program. Activities may include recruitment and retention efforts for diverse candidates and faculty, didactic coursework preparation (e.g., nondiscriminatory assessment with English language learners), field experiences with diverse populations/settings, and program partnerships with diverse practitioners, schools, and communities.
- Use of systematic and comprehensive processes to ensure that candidates acquire knowledge, skills, and professional work characteristics to promote effective services, advocacy, and social justice for *all* children and youth, families, and schools.

1.6. Nondegree graduate preparation in school psychology includes two options: respecialization and professional retraining. Respecialization is for candidates who hold a graduate degree in another area of applied psychology (e.g., clinical or counseling psychology). Professional retraining is for candidates who hold a graduate degree in a related field (e.g., special education, school counseling, or school social work). If the school psychology program provides nondegree options, at a minimum the following should be addressed:

- Systematic evaluation procedures and criteria to grant recognition of candidates' prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to demonstrate competencies of professional school psychologists.
- An individualized plan of study and supervised field experiences, based on a candidate's prior preparation and experiences, that foster the development of professional competencies, work characteristics, and a professional identity as a school psychologist.
- A 1,200-hour supervised internship, with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement.
- Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; demonstrate the ability to integrate competencies across the NASP domains of school psychology practice outlined in Program Standard 2; and show direct, measurable impact on children, families, schools, and other consumers.
- Clear distinction between the school psychology degree program and the nondegree preparation (respecialization or professional retraining) in the program handbook, program of study, and other materials.

Program Standard 2: Domains of School Psychology Graduate Education and Practice

The school psychology program should be based on the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following domains of school psychology practice. School psychologists provide comprehensive and integrated services across

10 general domains of professional practice, as illustrated in the appendix. The following core beliefs form the foundation for the NASP Practice Model:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, evidence-based practices, and implementation strategies within the domains, as well as the ability to communicate important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed
- academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all students, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for students, families, schools, and/or consumers.

The domains of school psychology practice describe the comprehensive and integrated services that can be expected of school psychologists as presented in the NASP 2020 *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model). The 10 domains provide a general frame of reference for basic competencies that school psychologists should possess upon beginning practice and that are consistent with the professional competencies that result from graduate education in school psychology. The descriptions below are representative of competencies in each domain but are not intended to be exhaustive or prescriptive. The NASP Practice Model presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the domains described below.

Domain 1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as 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.

Domain 3: Academic Interventions and Instructional Supports
School psychologists understand the 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, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design,

implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools
School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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 systems levels.

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 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, including effective interpersonal skills, responsibility,

adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Program Standard 3: Supervised Field Experiences in School Psychology

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives and with Program Standard 1. Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics, and do not necessarily address all NASP domains of school psychology practice as specified in Program Standard 2. Internship outcome measures comprehensively assess all NASP domains and their integration. Field experiences contribute to the preparation of candidates who demonstrate the professional competencies needed to effectively deliver school psychological services to children and youth, families, and schools. The following components are apparent in the school psychology program.

3.1. The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. Supervised field experiences must include the following:

- Settings relevant to program objectives and the development of candidate competencies.
- Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and practicum/internship supervisors.
- Collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies.
- Structured, specific activities that are consistent with the goals/objectives of the program and foster the development of competency in advocating for understanding of human diversity and social justice. Internship is a comprehensive experience with a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of NASP domains of school psychology practice (see Program Standards 2).
- Field experiences that are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.

3.2. The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social–emotional learning). The services can be implemented at the individual, class-wide, and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.

3.3. The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:

- A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP domains of school psychology practice.
- A culminating experience in the program's course of study. Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to internship.

- A written agreement that specifies the period of appointment and any terms of compensation for the intern.
- Similar support services for the intern as provided to the agency school psychologist(s).
- Provision for the intern's participation in continuing professional development activities.

3.4. The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:

- Provision of field-based supervision by a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
- At least weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.

Program Standard 4: Performance-Based Program Assessment and Accountability

The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program.

4.1. The program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics consistent with the NASP Practice Model, including results on licensing exams, course-embedded methods, practicum and intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools.

4.2. The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and/or program faculty. Such assessment is expected to focus on specific competencies and professional work characteristics and be based on observations and/or other evaluation methods (practica experiences do not need to comprehensively address all NASP domains). The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica.

4.3. The assessment of internship outcomes includes formative and summative performance-based evaluations of interns completed by program faculty and field-based supervisors that are systematic and comprehensive and ensure that interns attain the competencies and demonstrate the professional work characteristics needed for effective practice as early career, independent school psychologists. It is expected that the intern evaluation cover all NASP domains of school psychology practice.

4.4. As part of the outcome-based assessment, candidates must demonstrate evidence of the ability to provide and evaluate the impact of direct and/or indirect intervention-based services for children and youth, families, and schools. Candidates must provide evidence of services in the form of two performance-based products, one of which can be completed during practica. One product must have a primary focus on academic/cognitive skills, and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products.

4.5. Systematic procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations) are used, as appropriate, to evaluate and improve the program.

Program Standard 5: School Psychology Program Support and Resources

Adequate resources are available to support the school psychology program and its faculty and candidates. Such resources are needed to ensure the accomplishment of program goals and objectives and candidates' attainment of

competencies needed for effective school psychology services that positively affect children and youth, families, schools and/or school personnel, and communities.

The following elements are apparent in the school psychology program.

5.1. The school psychology program is located within an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.

5.2. The school psychology program faculty members are assured of adequate professional time for program responsibilities, including the following:

- Faculty loads that take into account instruction, program administration, supervision, research/scholarship, advising, service, candidate assessment, and other activities associated with graduate-level school psychology program faculty responsibilities.
- Faculty teaching and supervision loads that usually are no greater than 75% of that typically assigned to faculty who teach primarily undergraduate courses.
- At least 25% reassigned or released time for the program administrator for administrative duties related to the school psychology program.

5.3. The school psychology program ensures adequate candidate support from and interaction with school psychology program faculty members through the following:

- Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework, practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Program Standard 1.2.
- Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Program Standard 1.2.
- A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program (regardless of degree level), as well as in courses that involve significant supervision including practica and internship.

5.4. The school psychology program faculty receive support for ongoing learning and professional experiences relevant to graduate preparation responsibilities, including the following:

- Involvement in school psychology, including access to professional organizations, research/scholarship, and/or professional service activities.
- Continuing professional development and related activities important to maintaining and enhancing knowledge, skills, and contributions to school psychology.

5.5. Arrangements are made by the program to provide adequate resources (e.g., tests, academic intervention materials, social and emotional intervention materials, technology) needed to teach, learn, and practice school psychology.

5.6. The institution provides adequate access to library and technology resources.

Standards for the Credentialing of School Psychologists

PURPOSE

The purpose of this document is to provide guidance to state education agencies (SEAs) and other state and national agencies for credentialing school psychologists and regulating the practice of school psychology. The NASP credentialing standards also serve as the basis for its National School Psychology Certification System. These credentialing standards were developed and approved by NASP pursuant to its mission to support school psychologists, to enhance the learning and mental health of children and youth, to improve educational outcomes, and to advance the NASP professional standards.

Credentialing is a process by which SEAs authorize—and reauthorize—the use of the title "school psychologist" (or related titles) and the practice of school psychology by individuals who initially meet established standards of graduate education and then later comply with standards for continuing professional development, ethical behavior, and experience. These credentialing standards relate to both the use of the title "school psychologist" and to the practice of school psychology, which is defined by the National Association of School Psychologists' (NASP) *Model for Comprehensive and Integrated School Psychological Services* (2020).

USING THE NASP CREDENTIALING STANDARDS

The *Standards for the Credentialing of School Psychologists* is intended as a model for SEAs or other state or local entities that employ school psychologists and have the statutory authority to establish and regulate credentialing for school psychologists' title and practice. Included are recommended criteria for initial credentialing (consisting of graduate coursework, practica, and internship requirements) as well as recommendations for credential renewal (i.e., mentoring and professional development). These criteria are most applicable to the credentialing of persons employed as school psychologists in public or private schools. Such employment settings typically have a primary responsibility for the safety and welfare of children and youth by ensuring that their employees are qualified and act in accordance with various legal and regulatory mandates in their professional relationships with children and youth, and with parents served. Similar responsibilities are fulfilled by the administration of other organizations with education programs that employ school psychologists, such as hospitals or juvenile justice institutions.

NASP recognizes that states vary in the operation of their credentialing processes. Most states conduct their own initial credentialing of school psychologists but may delegate some of their regulatory responsibilities to local education agencies (LEAs) and/or other entities. In addition, multiple SEA departments are typically involved in the regulation of school psychology with regard to employment job descriptions, funding, performance evaluation, professional development, service provision, and more. Some aspects of credentialing may be embodied in state laws; most are incorporated in regulations. However, these NASP standards are intended to

provide guidance regarding credentialing and regulation of school psychology regardless of a state's organizational and legal structure. They also promote quality and allow for professional portability.

NATIONALLY CERTIFIED SCHOOL PSYCHOLOGISTS

The *Standards for the Credentialing of School Psychologists* also includes a description of the Nationally Certified School Psychologist (NCSP) credential, a model implementation of these standards as administered by the National School Psychology Certification Board (NSPCB). The NSPCB was created by NASP in 1988 to establish a nationally recognized standard for credentialing school psychologists. The NCSP is a national certification system for school psychologists based on recognized and widely accepted standards for advanced preparation, performance-based assessment of competency, and demonstration of positive outcomes for consumers of school psychological services. The *Standards for the Credentialing of School Psychologists* are used by the NSPCB, and the NCSP is bestowed upon individuals in recognition of meeting NASP's professional standards. Persons who hold the NCSP are considered to have met rigorous standards of graduate preparation and competency based on the assessment and demonstration of effective services and of positive effects on children and youth, families, and learning environments. The *Standards for the Credentialing of School Psychologists* are also considered to be appropriate for states to use in executing their authority in credentialing school psychologists. As a result, the NCSP credential is widely recognized by SEAs as a valid approach for credentialing school psychologists that aligns with NASP's professional standards. These standards are not intended to supplant a state's authority to implement equivalent credentialing processes for school psychologists. The purposes of this national credentialing system are to promote uniform credentialing standards across states, agencies, and graduate education programs, and to facilitate the credentialing of school psychologists across states.

THE STRUCTURE OF THE SCHOOL PSYCHOLOGIST CREDENTIAL

1.0 State Credentialing Authority

1.1 Credentialing Process

Credentialing for school psychologists (i.e., licensure or certification) is the process whereby a state authorizes individuals to use the title "school psychologist" and provide school psychological services. Credentialing in school psychology is granted to individuals meeting established standards of graduate education and experience. A state's credentialing authority, found in statute and/or regulations, should require all providers of school psychological services and all users of the title "school psychologist" to hold a current credential, and should provide for legal sanctions and sanctioning procedures for violators.

1.2 State Use of NASP Standards

When a state empowers one or more organizational entities to administer the credentialing (certification and/or licensure) process for school psychologists, administrative codes and regulations adopted by such bodies should be consistent with the NASP Standards for the Credentialing of School Psychologists and carry the weight of law.

2.0 Recommendations for State Credentialing of School Psychologists

2.1 Title of School Psychologist

The credential should be issued in writing and expressly authorize both the practice of school psychology as defined by NASP *Model for Comprehensive and Integrated School Psychological Services* and the use of the title "school psychologist." Use of the terms "school psychology" or "school psychologist" within a title should be limited to those persons who meet the NASP *Standards for Credentialing of School Psychologists*.

2.2 Minimum Period of Credential

The professional school psychologist credential should be issued for a period of 3 years and extended upon renewal.

2.3 Minimum Requirements for School Psychologists

The minimum requirement for a professional credential as a school psychologist is the specialist-level program of study in school psychology (see criteria in Credentialing Standard 3.0).

2.4 Professional Support and Mentoring Requirements

The credentialing process should require at least one academic year of professional support or mentoring following completion of formal graduate study (including internship) and initial issuance of the credential (see Credentialing Standard 4.5, Demonstration of Knowledge and Skills).

2.5 Professional Autonomy

After successfully completing a minimum of one academic year of professional support and/or mentoring, the credential should allow school psychologists to have professional autonomy determining the nature, scope, and extent of their specific services consistent with their graduate preparation, supervised field experiences, continuing professional development, and demonstrated expertise, and in accordance with NASP's *Principles for Professional Ethics* (2020).

2.6 Performance Evaluations

State and local education agencies should incorporate NASP's *Model for Comprehensive and Integrated School Psychological Services* (2020) into any performance evaluation system used to evaluate school psychologists.

STATE CREDENTIALING REQUIREMENTS

3.0 Criteria for Specialist-Level Credentialing in School Psychology

3.1 Minimum Credentialing Requirements

The minimum requirement for being credentialed as a school psychologist shall be a specialist-level program of study in school psychology (e.g., EdS, SSP, CAS, CAGS, PsyS), consisting of the following:

- A minimum of 3 years of full-time study at the graduate level or the equivalent, inclusive of structured field experiences.
- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience.
- A supervised internship experience taken for academic credit, with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis.

Criteria for each of the following areas will be consistent with the NASP 2020 *Standards for Graduate Preparation of School Psychologists*.

3.2 Programs of Study in the Domains of School Psychology

The credential should be based on the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following domains of school psychology practice. School psychologists provide comprehensive and integrated services across 10 general domains of professional practice, as illustrated in the appendix. The following core beliefs form the foundation for the NASP Practice Model:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, evidence-based practices, and implementation strategies within the domains, as well as the ability to communicate important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.

- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all students, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology practice as they deliver a comprehensive range of services in professional practice that results in direct, measurable outcomes for students, families, schools, and/or consumers.

The domains of school psychology practice describe the comprehensive and integrated services that can be expected of school psychologists as presented in the NASP *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model). The 10 domains provide a general frame of reference for basic competencies that school psychologists should possess upon beginning practice and that are consistent with the professional competencies that result from graduate education in school psychology. The descriptions below are representative of competencies in each domain; they are not intended to be exhaustive or prescriptive. The NASP Practice Model presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the domains described below.

Domain 1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as 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.

Domain 3: Academic Interventions and Instructional Supports
School psychologists understand the 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, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop

and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools
School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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 systems levels.

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 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, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

3.3 Practicum Experiences

Applicants for a school psychology credential will have completed supervised practicum experiences[1] that include the following:

- Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship.
- Structured, specific activities that are consistent with the goals and objectives of the school psychology program and foster the development of competence in advocating for understanding of human diversity and social justice. Practica experiences are completed in settings relevant to program objectives for development of candidates' competencies (see Credentialing Standard 3.2)
- Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and practicum/internship supervisors.
- Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidates' performance.

3.4 Internship Experiences

Applicants for a school psychology credential will have completed a comprehensive, supervised, and carefully evaluated internship consisting of the following:[2]

- A minimum of 1,200 clock hours for specialist-level interns, including a minimum of 600 hours of the internship completed in a school setting.[3]
- A minimum of one academic year, completed on a full-time basis, or on a half-time basis over two consecutive years.
- Completion in settings relevant to program objectives for candidates' competencies and direct oversight by the program to ensure appropriateness of the placement, activities, and field supervision.
- A culminating experience in the program's course of study that is completed for academic credit or otherwise documented by the institution.
- A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology graduate education and practice (see Credentialing Standard 3.2)

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[1] School psychology practica are closely supervised on-campus and/or field-based activities designed to develop and evaluate school psychology candidates' mastery of specific professional skills consistent with program goals. Practicum activities may be completed as part of separate courses focusing on distinct skills or as part of a more extensive field experience that covers a range of skills. A candidate's skill and competency development, rather than delivery of professional services, is a primary purpose of practica.

[2] The school psychology internship is a supervised, culminating, comprehensive field experience that is completed prior to the awarding of the degree or other institutional documentation of completion of the specialist- or doctoral-level program. The internship ensures that school psychology candidates have the opportunity to integrate and apply professional knowledge and skills acquired in program coursework and practica, as well as to acquire enhanced competencies consistent with the school psychology program's goals and objectives.

[3] A school setting is one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes children and youth who are enrolled in prekindergarten through Grade 12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed school psychologist and provides a full range of school psychology services. Other internship settings, if allowed by the program beyond the 600 hours in a school setting, are consistent with program objectives and may include relevant school psychology activities in other educational contexts within, for example, hospitals, juvenile justice institutions, and community agencies that provide collaborative services for schools.

- Completion of activities and attainment of school psychology competencies consistent with the goals and objectives of the program, and delivery of professional school psychology services that result in direct, measurable, and positive effects on children, families, schools, and/or other consumers.
- Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.
- Provision of field supervision from a school psychologist holding the appropriate state school psychology credential for practice in the internship setting (or, if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
- An average of at least 2 hours of field-based supervision per full-time week or the equivalent for half-time placements.
- Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis,[4] with structured mentoring and evaluation that focus on development of the intern's competencies.

3.5 Documentation of Knowledge and Skills

Documentation is provided showing that the applicant has demonstrated the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services, evidenced by measurable positive effects on children, youth, families, and other consumers.

3.6 School Psychologist Examination Requirement

Applicants should achieve a passing score on a national exam specific to school psychology practices. The National School Psychology Certification Board has established a passing score on the Educational Testing Service's (ETS) Praxis School Psychology Examination and/or its equivalent that is suitable for state credentialing purposes.

4.0 Criteria for Optional Doctoral Credential in School Psychology

If a state has a separate credential at the doctoral level, then state credentialing requirements should be consistent with the NASP standards for doctoral credentialing.

4.1 Length of Study

A doctoral-level credential in school psychology should be based on a minimum of 4 years of full-time study at the graduate level or the equivalent—or, if part-time, at least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and any terminal doctoral project (e.g., dissertation)—and institutional documentation of school psychology doctoral-level program completion provided to graduates. Criteria for each of the following areas will be consistent with NASP *Standards for Graduate Preparation of School Psychologists*.

4.2 Program of Study

The credential should reflect the completion of a broader and more in depth integrated and sequential program of study in school psychology[5] based upon the *Model for Comprehensive and Integrated School Psychological Services*

[4] Face-to-face for field-based supervision means being in the physical or electronic presence of the individuals involved in the supervisory relationship during either individual or group supervision. Face-to-face supervision may include secure video conferencing or real-time communication with both parties in each other's physical presence. Face-to-face supervision does not include mail, email, digital chat, or phone.

[5] Greater depth in one or more school psychology competencies should be identified by the program in its philosophy/mission of doctoral-level preparation and reflected in the program goals, objectives, and sequential program of study and supervised practice. (Doctoral programs typically are characterized by advanced competencies in research, and the program may identify additional competencies that address the specific philosophy/mission, goals, and objectives of its doctoral program of study, such as greater depth in one or more of the domains described in Credentialing Standard 3.2, a practice specialization, supervision or leadership competency, or preparation for specialized roles or settings such as research or graduate instruction.)

which is explicitly designed to develop knowledge and practice competencies in each of the following domains of professional practice (see Credentialing Standard 3.2):

- Data-Based Decision Making
- Consultation and Collaboration
- Academic Interventions and Instructional Supports
- Mental and Behavioral Health Services and Interventions
- School-Wide Practices to Promote Learning
- Services to Promote Safe and Supportive Schools
- Family, School, and Community Collaboration
- Equitable Practices for Diverse Student Populations
- Research and Evidence-Based Practice
- Legal, Ethical, and Professional Practice

4.3 Practicum Experiences

Applicants for a school psychology doctoral credential will have completed supervised practicum experiences that include the following:

- Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship.
- Specific, required activities and systematic development and evaluation of skills, consistent with goals of the program and in settings relevant to program objectives for development of candidate skills (see NASP *Standards for Graduate Preparation of School Psychologists* Program Standard 2).
- Direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors.
- Close supervision by program faculty and qualified practicum supervisors and inclusion of appropriate performance-based evaluation by program faculty and supervisors to ensure that candidates are developing professional work characteristics and designated competencies.

4.4 Internship Experiences

Applicants for a school psychology doctoral credential will have completed a comprehensive, supervised, and carefully evaluated internship consisting of the following:

- A minimum of 1,500 clock hours for doctoral-level interns, including a minimum of 600 hours of the internship completed in a school setting.[6]
- A minimum of one academic year for internship, completed on a full-time basis over 1 year or at least a half-time basis over 2 consecutive years.
- Completion in settings relevant to the program objectives for candidates' competencies and direct oversight by the program to ensure appropriateness of the placement, activities, and field supervision.
- A culminating experience in the program's course of study that is completed for academic credit or otherwise documented by the institution.
- A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology

[6] Programs may allow up to half of the required 1,500 doctoral internship hours to be used from a prior, appropriately supervised specialist-level internship or equivalent experience in school psychology if (a) the program determines that the specialist-level internship or equivalent experience meets program objectives and NASP standards for the school psychology internship (see Credentialing Standards 3.2 to 3.6), (b) candidates have met program objectives and criteria for school psychology specialist-level internship competencies, and (c) any field experiences considered equivalent to a formal specialist-level internship in school psychology are clearly articulated and systematically evaluated by the program.

graduate education and practice (see NASP *Standards for Graduate Preparation of School Psychologists* Program Standard 2).

- Completion of activities and attainment of school psychology competencies consistent with the goals and objectives of the program, and delivery of professional school psychology services that result in direct, measurable, and positive effects on children, families, schools, and/or other consumers.
- Both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain designated competencies needed for effective school psychology practice.
- Provision of field supervision from a school psychologist holding the appropriate state school psychology credential for practice in the internship setting (or, if a portion of the internship is conducted in another setting, as noted in Credentialing Standard 3.4, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
- An average of at least 2 hours of field-based supervision per full-time week or the equivalent for part-time placements.
- Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern's competencies.

4.5 Demonstration of Knowledge and Skills

Documentation is provided showing that the candidate has demonstrated the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive effects on children, youth, families, and other consumers.

4.6 School Psychologist Examination Requirement

Applicants should achieve a passing score on a national test appropriate for school psychology practices. The National School Psychology Certification Board has established a passing score on the Educational Testing Service's (ETS) Praxis School Psychology Examination and/or its equivalent that is suitable for state credentialing purposes.

STATE CREDENTIALING PROCEDURES

5.0 Guidelines for Using NASP Standards for Credentialing of School Psychologists

5.1 Eligibility for School Psychology Credentialing

The school psychology state credential should be granted to individuals who meet the requirements described in Credentialing Standard 3.0, including completion of a specialist-level school psychology program or completion of a nondegree graduate program (see Credentialing Standard 5.4) consistent with NASP *Standards for Graduate Preparation of School Psychologists*, demonstration of professional work characteristics, completion of applied professional practice, and demonstrated competency in the domains of school psychology practice.

5.2 Pathways to Credentialing for School Psychologists

a. NASP Approved or Accredited School Psychology Program Completion: Applicants who are graduates of school psychology programs that are approved or accredited by the National Association of School Psychologists at the specialist or doctoral level will have met preparation requirements outlined in Credentialing Standard 3.0 and are eligible for credentialing as school psychologists.

b. Nationally Certified School Psychologist Credential: Applicants who hold a valid credential as Nationally Certified School Psychologists (NCSPs) have been judged by the National School Psychology Certification Board to have met its graduate preparation and credentialing standards and should be considered eligible for state credentialing as school psychologists.

c. Completion of School Psychology Programs Equivalent to NASP Standards: Applicants who are graduates of non-NASP approved or accredited graduate education programs should demonstrate having met the knowledge and skills within the NASP *Standards for Graduate Preparation of School Psychologists*. For applicants completing respecialization or professional retraining, the state should ensure that its requirements for a school psychology credential are consistent with Credentialing Standard 5.4. NASP-approved or accredited graduate education programs may be consulted to ensure that an applicant's prior courses, field experiences, and professional competencies are equivalent to NASP Graduate Preparation Standard 1.6.

d. APA Accredited Doctoral-level School Psychology Program Completion: Applicants who are graduates of school psychology programs that at the time of the applicant's graduation were accredited by the American Psychological Association, were approved by the U.S. Department of Education, and had met the internship requirement specified in NASP *Standards for Graduate Preparation of School Psychologists* Program Standard 1.4, are eligible for credentialing as school psychologists.

5.3 Provisional Credentialing in School Psychology

A provisional credential is appropriate for individuals who have substantially completed their graduate preparation in school psychology or individuals whose credentials in school psychology are not recognized by the state or are not current. School psychology interns can be considered for a provisional credential, provided that those interns meet the requirements for internship as referenced in the NASP *Standards for Graduate Preparation of School Psychologists*.

A provisional credential shall be time-limited to 2 years and may not be eligible for renewal. The credential must clearly indicate that it is issued on a "temporary" or "provisional" basis within the title, duration of issuance, or similar communication to the public. The following persons may be eligible for a provisional credential:

a. Persons currently enrolled in a NASP-approved and/or accredited school psychology graduate program of study, having completed all core coursework and practicum experiences as a minimum. Persons employed on a provisional credential under these circumstances should adhere to the supervision, competency outcomes, evaluation processes, and assessment outcomes of the NASP *Standards for Graduate Preparation of School Psychologists* Program Standard 3: Supervised Field Experiences in School Psychology.

b. Persons who are currently enrolled in an approved respecialization or professional retraining plan of study, as detailed in Credentialing Standard 5.4 and who have completed all core coursework and practicum experiences as a minimum. Persons employed on a provisional credential under these circumstances should adhere to the supervision, competency outcomes, evaluation processes, and assessment outcomes of the NASP Graduate Preparation Program Standard 3.

c. Persons who are retired, have credentials that have expired within the past 2 years, or are certified in other states. Persons employed on a provisional credential under these circumstances should adhere to the Credentialing Standard 5.5: Recommendation for Professional Support, Continuing Professional Development, Mentoring, and Supervision of School Psychologists.

d. Persons who hold the Nationally Certified School Psychologist (NCSP) credential should be considered as possessing an appropriate credential for school psychologists. Persons who hold an NCSP should adhere to the Credentialing Standard 5.5.

5.4 Alternative Credentialing in School Psychology

The NASP *Standards for Graduate Preparation of School Psychologists* are the recognized entry level preparation criteria for school psychologists. NASP also recognizes that persons who have completed graduate programs in related fields/disciplines (e.g., school counseling, special education, social work) or who have degrees in other specialty areas of psychology (e.g., clinical, counseling) may at some point in their career decide to seek credentialing in school psychology. For these candidates, the school psychology program would support state credentialing requirements through a respecialization or professional retraining plan of study and the institution would not award a school psychology degree.

Alternative credentialing refers to a process in which candidates may achieve state credentialing as a school psychologist through an individualized program of study *that does not result in a degree in school psychology.* Graduate preparation in school psychology may include two nondegree options: respecialization and professional retraining. These options would require approval by the state education agency through a collaborative partnership with a NASP-approved or accredited school psychology program.

Respecialization in school psychology refers to candidates who hold a graduate degree in another area of applied psychology (e.g., clinical or counseling psychology). Professional retraining refers to candidates who hold graduate degrees in related fields (e.g., special education, school counseling, or school social work).

State education agencies are encouraged to form a collaborative partnership with a NASP-approved or accredited school psychology graduate preparation program to develop a process for credentialing through respecialization or professional retraining. NASP-approved or accredited school psychology preparation programs may also independently develop a respecialization or professional retraining plan of study with the approval of SEAs. This collaboration may also include the state school psychology professional association and LEAs to provide information and feedback regarding school psychology workforce needs.

Use of the terms "school psychology" or "school psychologist" within a job role or title should be limited to those who meet the required training and experiences as described in the NASP Standards for Graduate Preparation of School Psychologists. Any other alternative certificates or licenses that do not align with NASP Standards for Credentialing of School Psychologists should not be permitted to use the title of "school psychologist" and should not be eligible for credentialing as a school psychologist.

The following are recommended for respecialization and professional retraining candidates:

a. A review of candidates' transcripts and syllabi, supervised field experiences, professional experiences, and professional development should be conducted by the collaborative partnership described above and/or by an approved or accredited school psychology graduate preparation program to determine competencies and deficiencies as compared with NASP Graduate Preparation Standard 1.6.[7] A unique plan of study consistent with this content should be determined for each candidate.

b. Candidates must show evidence of a 1,200-hour supervised internship with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement. Additional internship experience must be supervised by a school psychologist holding the appropriate state school psychology credential for practice in the internship setting.

c. Candidates participating in a respecialization or professional retraining plan of study must also meet all other state requirements for credentialing in school psychology (e.g., passage of the required state or national exams, background check).

d. Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; demonstrate the ability to integrate competencies across the NASP domains of school psychology practice outlined in Credentialing Standard 3.2; and show direct, measurable positive effects on children, families, schools, and other consumers.

e. Successful completion of a respecialization or professional retraining plan of study should result in a candidate's endorsement by an approved or accredited school psychology graduate preparation program as having successfully met requirements for state certification/licensure in school psychology.

[7] Alternative credentialing programs for respecialization and professional retraining should have (a) an individualized plan of study and supervised field experiences, based on a candidate's prior preparation and experiences, that foster the development of professional competencies and work characteristics and a professional identity as a school psychologist; (b) a 1,200-hour supervised internship with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement.

5.5 Recommendation for Professional Support, Continuing Professional Development, Mentoring, and Supervision of School Psychologists

The following experiences are recommended:

a. Adequate professional support and continuing professional development should be provided to all credentialed school psychologists. Professional support and mentoring are provided through an ongoing, positive, systematic, collaborative process between the school psychologist and other school psychology colleagues. Supervision methods should match the developmental level of the school psychologist.

b. Credentialed school psychologists in their first postgraduate year of employment should participate in mentoring. Such induction experiences should be for the purpose of establishing a foundation for lifelong learning and professional growth. For initially credentialed school psychologists, participation in professional support and mentoring, conducted either directly or indirectly, is recommended for a minimum average of 1 hour per week. (See NASP Practice Model Organizational Principle 5: Supervision, Peer Consultation, and Mentoring.)

c. Professional support and mentoring involves guidance, coaching, or counseling provided by a more experienced person to a less experienced person. Professional support and mentoring relationships do not include a monitoring or evaluative component, and the mentor does not assume any responsibility or liability for the work of the mentee.

d. Supervision, when provided, should be provided by a staff person holding a valid school psychologist credential for the setting in which they are employed, and have a minimum of 3 years of experience as a practicing school psychologist. Education and/or experience in the supervision of school personnel are desirable.

5.6 Criteria for Renewal of School Psychologist Credential

Renewal of the state school psychology credential should require evidence of continuing professional development for a minimum of 75 clock hours during the previous 3-year period while the credential was in effect.

Renewal of the initial state school psychology credential should also require evidence of having successfully completed a minimum of one academic year of professional support and mentorship, as described in Credentialing Standard 5.5 above. For professional practice within a school setting, professional support and mentoring should be provided by a credentialed school psychologist with a minimum of 3 years of experience.

6.0 Nationally Certified School Psychologist

6.1 Requirements for the Nationally Certified School Psychologist Credential

The Nationally Certified School Psychologist (NCSP) credential is granted by the National School Psychology Certification Board to persons who have successfully met Credentialing Standard 3.0.

6.2 Value of the Nationally Certified School Psychologist (NCSP) Credential

The Nationally Certified School Psychologist credential is the most recognized professional credential in the field of school psychology. It is a standards-based credential. It is based upon rigorous national peer-reviewed standards that include performance-based evaluations of professional competencies and evidence of measurable, positive impact on children, families, schools, and other consumers. The NCSP is comparable to other national certification programs for educators and allied professionals.

6.3 Importance of the Nationally Certified School Psychologist (NCSP) Credential for States

The NCSP credential is suitable for adoption by state education agencies for credentialing of school psychologists. The purpose of the Nationally Certified School Psychologist credential is as follows:

a. To readily identify to consumers the school psychologists who have met rigorous standards for preparation per the NASP *Standards for Graduate Preparation of School Psychologists* (2020).

b. To promote uniform credentialing standards across states, agencies, and graduate institutions.

c. To facilitate credentialing of school psychologists across states through the use of reciprocity and interstate agreements.

d. To ensure a consistent level of graduate preparation and experience among service providers who obtain the NCSP.

e. To promote continuing professional development for school psychologists.

6.4 Renewal of the Nationally Certified School Psychologist Credential

Renewal of the NCSP will only be granted to applicants who complete at least 75 contact hours of continuing professional development activities within a 3-year period immediately preceding renewal submission.

For initial renewal of the NCSP credential, there should be evidence of having successfully completed a minimum of one academic year of professional support from a mentor or supervisor. For professional practice within a school setting, supervision or mentoring shall be provided by a credentialed school psychologist with a minimum of 3 years of experience. For any portion of the experience that is accumulated in a nonschool setting, supervision or mentoring shall be provided by a psychologist appropriately credentialed for practice in that setting. Supervision and/or mentoring conducted either individually or within a group for a minimum average of 1 hour per week is recommended.

7.0 Ethical Misconduct by School Psychologists

State and local education agencies are encouraged to adopt the NASP *Principles for Professional Ethics* and to develop appropriate problem-solving, due process, and disciplinary procedures for addressing potential ethical misconduct by school psychologists in addition to their already established procedures for handling employee misconduct.

Principles for Professional Ethics

PURPOSE

The formal principles that elucidate the proper conduct of a professional school psychologist are known as ethics. In 1974, NASP adopted its first code of ethics, the *Principles for Professional Ethics* (Principles), and revisions were made in 1984, 1992, 1997, 2000, and 2010. The purpose of the Principles is to protect the public and those who receive school psychological services by sensitizing school psychologists to the ethical aspects of their work, educating them about appropriate conduct, helping them monitor their own behavior, and providing standards to be used in the resolution of complaints of unethical conduct. NASP members and school psychologists who are certified by the National School Psychology Certification System (i.e., those who hold the Nationally Certified School Psychologist credential, NCSP) are bound to abide by NASP's code of ethics.

The NASP *Principles for Professional Ethics* were developed to address the unique circumstances associated with providing school psychological services.[1] The duty to educate children and youth and the legal authority to do so rest with state governments. When school psychologists employed by school boards make decisions in their official roles, such acts are seen as actions by state government. As state actors, school-based practitioners have special obligations to all students. They must know and respect the rights of students under the U.S. Constitution and federal and state statutory law. They must balance the authority of parents to make decisions about their children with the needs and rights of those children, and with the purposes and authority of schools. Furthermore, as school employees, school psychologists have a legal as well as an ethical obligation to take steps to protect all students from reasonably foreseeable risk of harm. Finally, school-based practitioners work in a context that emphasizes multidisciplinary problem solving and intervention. For these reasons, psychologists employed by the schools may have less control over aspects of service delivery than practitioners in private practice. However, within this framework, it is expected that school psychologists will make careful, reasoned, and principled ethical choices based on knowledge of this code, recognizing that responsibility for ethical conduct rests with the individual practitioner.

School psychologists are committed to the application of their professional expertise for the purpose of promoting improvement in the quality of life for students, families, and school communities. This objective is pursued in ways that protect the dignity and rights of those involved. School psychologists consider the interests and rights of children and youth to be their highest priority in decision making, and act as advocates for all students. These assumptions necessitate that school psychologists speak up for the needs and rights of students even when it may be difficult to do so.

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[1] The National Association of School Psychologists wishes to acknowledge prior work by the American Psychological Association and the Canadian Psychological Association as sources for some of these themes, principles, and standards.

USING THE NASP ETHICAL PRINCIPLES

The *Principles for Professional Ethics*, like all codes of ethics, provides only limited guidance in making ethical choices. Individual judgment is necessary to apply the code to situations that arise in professional practice. Ethical dilemmas may be created by situations involving competing ethical principles, conflicts between ethics and law, the conflicting interests of multiple parties, the dual roles as employee and pupil advocate, or because it is difficult to decide how statements in the ethics code apply to a particular situation. Such situations are often complicated and may require a nuanced application of these Principles to affect a resolution that results in the greatest benefit for the student and concerned others. When difficult situations arise, school psychologists are advised to use a systematic problem-solving process to identify the best course of action. This process should include identifying the ethical issues involved, consulting these Principles, consulting colleagues with greater expertise, evaluating the rights and welfare of all affected parties, considering alternative solutions and their consequences, and accepting responsibility for the decisions made.

The NASP *Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations in which both apply, school psychologists are expected to adhere to the Principles. For example, federal special education law generally requires parental notice of their legal rights in the school setting, a signed consent form for an evaluation by a school psychologist, and an invitation to parents to participate in meetings when important school decisions are being made about their child. In contrast, school psychologists have more comprehensive ethical requirements when working with parents. School psychologists are ethically obligated to ensure that parents understand their legal rights; understand what it is they are consenting, or refusing to consent, to; and understand the implications of that decision. In addition, school psychologists are ethically required to ensure that parents are afforded the opportunity to meaningfully participate in important decisions affecting their own child.

When conflicts between ethics and law occur, school psychologists are expected to take steps to resolve conflicts in a problem-solving process with others and through positive, respected, and legal channels. If they are not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights. If law or district policy poses a barrier to ethical practice, school psychologists must advocate for changes in those laws or policies and practices to better align them with ethical standards.

The *Principles for Professional Ethics* provides standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise trust in the profession or professional effectiveness. The boundary between professional and personal behaviors is not clear-cut, however, particularly in venues such as social media. Furthermore, school professionals are held to a higher standard of good character and conduct than others because they serve as role models for children. For these reasons, school psychologists are encouraged to avoid actions that are disrespectful of the dignity of others and that could negatively affect their credibility and diminish trust in the profession.

School psychologists practice in a variety of settings, including public and private schools, juvenile justice institutions, colleges and universities, mental health clinics, hospitals, and private practice. In addition, school psychologists may be employed as practitioners or in a variety of roles, including administration and supervision. The principles in this code should be considered by school psychologists in their ethical decision making regardless of their role and employment setting. However, this revision of the code, like its precursors, focuses on the special challenges associated with providing school psychological services within schools and to students. School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state laws regulating mental health providers, and to consult the American Psychological Association's (2017) *Ethical Principles of Psychologists and Code of Conduct* for guidance on issues not directly addressed in this code.

Four broad ethical themes provide the organizational framework for the 2020 *Principles for Professional Ethics*. Each of the four broad themes are aspirational and identify fundamental principles that underlie the ethical practice of school psychology. Each ethical theme subsumes guiding principles that help explain ways in which broad ethical principles apply to professional practice. Guiding principles are to be considered in ethical decision making. However, because their purpose is to identify ethical considerations associated with practice

situations, the guiding principles are aspirational rather than enforceable. The guiding principles are further articulated by multiple specific enforceable standards of conduct. As much as feasible, the enforceable standards identify actions (or failures to act) that the profession considers ethical or unethical conduct. NASP will seek to enforce the ethical standards for specific professional conduct in accordance with NASP's Ethics and Professional Practices Board Procedures. Regardless of role, clientele, or setting, school psychologists should reflect on the theme and intent of each ethical principle and standard to determine their application to individual situations.

School psychologists are helping professionals. Their decisions, including to act or the failure to act, affect the welfare of children and families. In their professional roles, school psychologists have a duty not only to avoid ethics code violations but also to take affirmative steps to benefit clients, schools, families, and the community. For this reason, school psychologists are encouraged to strive for excellence rather than simply meeting the minimum obligations outlined in the *Principles for Professional Ethics*, and to engage in the lifelong learning that is necessary to achieve and maintain expertise in applied professional ethics.

DEFINITION OF TERMS AS USED IN THE PRINCIPLES FOR PROFESSIONAL ETHICS

Client: The *client* is the person or persons with whom the school psychologist establishes a professional relationship for the purpose of providing school psychological services. A school psychologist–client professional relationship is established by an informed agreement with client(s) about the school psychologist's ethical and other duties to each party. While not clients per se, classrooms, schools, school systems, families, and communities also may be recipients of school psychological services and often are parties with an interest in the actions of school psychologists.

Child: In law, the term *child* generally refers to a minor, a person younger than the age of majority. *Child* is used in this document to indicate minor status or the parent–child relationship. The term *student* refers to a child, youth, or adult enrolled in an educational setting.

Informed consent: Informed consent means that the person giving consent has the legal authority to make a consent decision and a clear understanding of what it is they are consenting to, and that their consent is freely given and may be withdrawn without prejudice.

Assent: The term *assent* refers to a minor's affirmative agreement to participate in psychological services or research.

Parent: The term *parent* may be defined in law or district policy, and can include the birth or adoptive parent, an individual acting in the place of a natural or adoptive parent (a grandparent or other relative, stepparent, or domestic partner), and/or an individual who is legally responsible for the child's welfare.

Advocacy: School psychologists have a special obligation to speak up for the rights and welfare of students and families, and to provide a voice to clients who cannot or do not wish to speak for themselves. Advocacy also occurs when school psychologists use their expertise in psychology and education to promote changes in schools, systems, and laws that will benefit schoolchildren, other students, and families. Nothing in this code of ethics, however, should be construed as requiring school psychologists to engage in insubordination (defined as the willful disregard of an employer's lawful instructions) or to file a complaint about school district practices with a federal or state regulatory agency as part of their advocacy efforts.

School-based versus private practice: For the purposes of this document, *school-based practice* refers to the provision of school psychological services under the authority of a state, regional, or local educational agency. School-based practice occurs if the school psychologist is an employee of the schools or is contracted by the schools on a case or consultative basis. *Private practice* occurs when a school psychologist enters into an agreement with a client rather than an educational agency to provide school psychological services and when the school psychologist's fee for services is the responsibility of the client or their representative.

BROAD THEME I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just, equitable, and fair treatment of all persons.

GUIDING PRINCIPLE I.1 AUTONOMY AND SELF-DETERMINATION

School psychologists respect the right of persons to participate in decisions affecting their own welfare. (See *informed consent* in the Definition of Terms.) They recognize that informed consent is an ongoing process, and they reopen discussion of consent when appropriate, such as when there is a significant change in previously agreed upon goals and services, or when decisions must be made regarding the sharing of sensitive information with others.

Standard I.1.1 When Consent Is/Is Not Required

School psychologists encourage and promote parental participation in school decisions affecting their children. However, where school psychologists are members of the school's educational support staff, not all of their services require informed parental consent. It is ethically permissible to provide school-based consultation services regarding a child or adolescent to a student assistance team or teacher without informed parental consent as long as the resulting interventions are under the authority of the teacher and within the scope of typical classroom interventions. Parental consent is not ethically required for a school-based school psychologist to review a student's education records, conduct classroom observations, assist in within-classroom interventions and progress monitoring, or participate in educational screenings conducted as part of a regular program of instruction. Parental consent is required if the consultation about a particular child or adolescent is likely to be extensive and ongoing and/or if school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities. Parents must be notified when the school or school psychologist intends to administer to students a survey that screens for mental health problems, and those parents must be given the opportunity to remove their child or adolescent from participation in such screenings.

Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship

Except for urgent situations or self-referrals by a minor student, school psychologists seek parental consent (or the consent of an adult student) prior to establishing a school psychologist–client relationship for the purpose of psychological diagnosis, assessment of eligibility for special education or disability accommodations, or to provide ongoing individual or group counseling, or other therapeutic intervention outside the classroom. (See *informed consent* in the Definition of Terms.)

I.1.2a It is ethically permissible to provide psychological assistance without parental notice or consent in emergency situations or if there is reason to believe a student may pose a danger to others; is at risk for self-harm; or is in danger of injury, exploitation, or maltreatment.

I.1.2b When a student who is a minor self-refers for assistance, it is ethically permissible to provide psychological assistance without parental notice or consent for one or several meetings to establish the nature and degree of the need for services and to ensure that the child is safe and not in danger. It is ethically permissible to provide services to mature minors without parental consent where allowed by state law and school district policy. However, if the student is not old enough to receive school psychological assistance independent of parental consent, the school psychologist obtains parental consent to provide continuing assistance to the student beyond the preliminary meetings or refers the student to alternative sources of assistance that do not require parental notice or consent.

Standard I.1.3 Seeking Informed Consent

School psychologists ensure that an individual providing consent for school psychological services is fully informed about the nature and scope of services offered, assessment/intervention goals and procedures, any

foreseeable risks, the cost of services to the parent or student (if any), and the benefits that reasonably can be expected. The explanation includes discussion of the limits of confidentiality, who will receive information about assessment or intervention outcomes, and the possible consequences of the assessment/intervention services being offered. Available alternative services are identified, if appropriate. This explanation of informed consent takes into account language and cultural differences, cognitive capabilities, developmental level, age, and other relevant factors so that it may be understood by the individual providing consent. School psychologists appropriately document written or oral consent. Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities of the supervising school psychologist are explained prior to the provision of services.

Standard I.1.4 Assent

School psychologists encourage a minor student's voluntary participation in decision making about school psychological services as much as feasible. Ordinarily, school psychologists seek the student's assent to services; however, it is ethically permissible to bypass student assent to services if the service is considered to be of direct benefit to the student and/or is required by law.

I.1.4a If a student's assent for services is not solicited, school psychologists nevertheless honor the student's right to be informed about the services provided.

I.1.4b When a student is given a choice regarding whether to accept or refuse services, the school psychologist ensures that the student understands what is being offered, honors the student's stated choice, and guards against overwhelming the student with choices that the student does not wish to make or is not able to make.

Standard I.1.5 Right to Refuse or Withdraw Consent

School psychologists respect the wishes of parents who object to school psychological services and attempt to guide parents to alternative resources. School psychologists allow parents to withdraw consent at any time without negative repercussions.

GUIDING PRINCIPLE I.2 PRIVACY AND CONFIDENTIALITY

School psychologists respect the right of persons to choose for themselves whether to disclose their private thoughts, feelings, beliefs, and behaviors.

Standard I.2.1 Sensitive Information

School psychologists minimize intrusions on privacy. They do not seek or store private information about clients that is not needed in the provision of services. School psychologists recognize that client–school psychologist communications intended only for the school psychologist are privileged in most jurisdictions. They do not disclose or store in education records any privileged information except as permitted by the mental health provider–client privilege laws in their state. School psychologists use a problem-solving model to consider carefully whether to share with third parties information that could put the student, family, or others at legal, social, or other risk. When school psychologists receive a report from a professional outside the school system that includes information that is intrusive of family privacy and not necessary for school decision making, the school psychologist considers whether returning the report to the maker with a request for redaction of the problematic information is the best course of action.

Standard I.2.2 Boundaries of Confidentiality

School psychologists inform students and other clients of the boundaries of confidentiality at the outset of establishing a professional relationship. They seek a shared understanding with clients regarding the types of information that will and will not be shared with third parties. However, if a child or adolescent is in immediate need of assistance, it is permissible to delay the discussion of confidentiality until the immediate crisis is resolved.

School psychologists recognize that it may be necessary to discuss confidentiality at multiple points in a professional relationship to ensure the client's understanding and agreement regarding how sensitive disclosures will be handled.

Standard I.2.3 Consent for Disclosure of Information

School psychologists respect the confidentiality of information obtained during their professional work. Information is not revealed to third parties without the agreement of a minor child's parent, legal guardian, or of an adult student, except in those situations in which failure to release information could result in danger to the student or others, or where otherwise required by law. Whenever feasible, the student's assent is obtained prior to disclosure of their confidences to third parties, including disclosures to the student's parents. When seeking consultation about a student or other client in a nonprivate forum (e.g., online discussion group), school psychologists ensure that the information they disclose is not sufficient to result in discovery of the client's identity.

Standard I.2.4 Need to Know

School psychologists discuss and/or release confidential information only for professional purposes and only with persons who have a legitimate need to know. They do so within the strict boundaries of relevant privacy statutes.

Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression

School psychologists respect the right of privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, or transgender status. They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school employee with anyone without that individual's permission.

Standard I.2.6 Privacy of Health Information

School psychologists respect the right of privacy of students, their parents and other family members, and colleagues with regard to sensitive health information (e.g., presence of a communicable disease). They do not share sensitive health information about a student, parent, or school employee with others without that individual's permission (or the permission of a parent or guardian in the case of a minor). School psychologists consult their state laws and department of public health for guidance if they believe a client poses a health risk to others.

GUIDING PRINCIPLE I.3 FAIRNESS, EQUITY, AND JUSTICE

In their words and actions, school psychologists promote fairness and social justice. They use their expertise to cultivate school climates that are safe, welcoming, and equitable to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics.

Standard I.3.1 Discrimination

School psychologists do not engage in or condone actions or policies that discriminate against persons, including students and their families, other recipients of service, supervisees, and colleagues based on actual or perceived characteristics.

Standard I.3.2 Correcting Discriminatory Practices

School psychologists strive to ensure that all children and youth have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services. They work to correct school practices that are unjustly discriminatory or that deny students or others their legal rights. School psychologists take steps to foster a school climate that is supportive, inclusive, safe, accepting, and respectful toward all persons, particularly those who have experienced marginalization in educational settings.

BROAD THEME II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.

GUIDING PRINCIPLE II.1 COMPETENCE

To benefit clients, school psychologists engage only in practices for which they are qualified and competent. To maintain competence, they engage in continuing education. They understand that professional skill development beyond that of the novice practitioner requires a well-planned program of continuing professional development and professional supervision. In addition, within their work setting, they advocate for the resources and support necessary to maintain professional effectiveness and personal wellness.

Standard II.1.1 Practice in Area of Competence

School psychologists recognize the strengths and limitations of their graduate preparation and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing effective services. When no appropriate provider is available, school psychologists explain the limitations of their experience to parents and seek consultation, continuing professional development, and supervision as appropriate and necessary to ensure that students do not go without assistance.

Standard II.1.2 Personal Problems

School psychologists refrain from any work-related activity in which their personal problems may interfere with professional effectiveness. They seek consultation or other assistance when personal problems arise that threaten to compromise their professional effectiveness.

Standard II.1.3 Continuing Professional Development

School psychologists engage in continuing professional development. They remain current regarding developments in research, continuing professional development, and professional practices that benefit children and youth, families, and schools.

GUIDING PRINCIPLE II.2 ACCEPTING RESPONSIBILITY FOR ACTIONS

School psychologists accept responsibility for their professional work, monitor the effectiveness of their services, and work to correct ineffective recommendations.

Standard II.2.1 Accuracy of Documents

School psychologists review all of their written documents for accuracy, signing them only when correct. They may add an addendum, dated and signed, to a previously submitted document if information is found to be inaccurate or incomplete. In multidisciplinary reports or documents, school psychologists are ethically responsible only for the accuracy of their own contributions.

Standard II.2.2 Progress Monitoring

School psychologists ensure that the effects of their recommendations and intervention plans are monitored, either personally or by others. They revise a recommendation, or modify or terminate an intervention plan, when data

indicate that the desired outcomes are not being attained. School psychologists seek the assistance of others in supervisory, consultative, or referral roles when progress monitoring indicates that their recommendations and interventions are not effective in assisting a client.

Standard II.2.3 Appropriateness of Recommendations

School psychologists accept responsibility for the appropriateness of their professional practices, decisions, and recommendations. They correct misunderstandings resulting from their recommendations, advice, or information and take affirmative steps to offset any harmful consequences of ineffective or inappropriate recommendations.

Standard II.2.4 Responsibility for Graduate Students' Work

When supervising graduate students' field experiences or internships, school psychologists maintain professional responsibility for their supervisees' work.

GUIDING PRINCIPLE II.3 RESPONSIBLE ASSESSMENT AND INTERVENTION PRACTICES

School psychologists maintain the highest standard for responsible professional practices in educational and psychological assessment and direct and indirect interventions. This guiding principle and its subsumed enforceable standards apply to school psychology assessment and intervention practices, including those that use technology such as computer-assisted and digital formats for assessment and interpretation, virtual reality assessment and intervention, distance assessment and telehealth intervention, or any other assessment or intervention modality.

Standard II.3.1 Considerations Prior to Disability Determination

Prior to the consideration of a disability label or category, the effects of current behavior management and/or instructional practices on the student's school performance are considered.

Standard II.3.2 Assessment Techniques

School psychologists use assessment techniques and practices that the profession considers to be responsible, research-based practice.

Standard II.3.3 Instrument Selection

School psychologists select assessment instruments and strategies that are reliable and valid for the examinee and the purpose of the assessment. When using standardized measures, school psychologists adhere to the procedures for administration of the instrument that are provided by the author or publisher of the instrument. If modifications are made in the administration procedures for standardized tests or other instruments, such modifications are identified and discussed in the interpretation of the results.

Standard II.3.4 Normative Data

If using norm-referenced measures, school psychologists choose instruments with norms that are representative, recent, and appropriate for the person being evaluated. School psychologists ensure that their supervisors are informed about the importance of using the most current version of published instruments.

Standard II.3.5 Digital Administration and Scoring

When using digitally administered assessments (e.g., computers, tablets, virtual reality) and/or computer-assisted scoring or interpretation programs, school psychologists choose programs that meet professional standards for accuracy and validity. School psychologists use professional judgment in evaluating the accuracy of digitally assisted assessment findings for the examinee.

Standard II.3.6 Variety of Sources of Data

A psychological or psychoeducational assessment is based on a variety of different types of information from different sources. No single test or measure is used to make broad determinations regarding disability identification or services needed.

Standard II.3.7 Comprehensive Assessment

Consistent with education law and sound professional practice, school psychologists ensure that students with suspected disabilities are assessed in all areas related to the suspected disability.

Standard II.3.8 Validity and Fairness

School psychologists conduct valid and fair assessments. They actively pursue knowledge of the student's disabilities and developmental, cultural, linguistic, and experiential background and then select, administer, and interpret assessment instruments and procedures in light of those characteristics. School psychologists ensure that assessment results are used to enhance learning opportunities for students.

Standard II.3.9 Interpreters

When interpreters are used to facilitate the provision of assessment and intervention services, school psychologists request the assignment of interpreters who are qualified and are acceptable to clients.

Standard II.3.10 Recommendations Based on Existing Records

It is permissible for school psychologists to make recommendations based solely on a review of existing records. However, they should use a representative sample of records and explain the basis for, and the limitations of, their recommendations.

Standard II.3.11 Interpretation of Results

School psychologists adequately interpret findings and present results in clear terms. They ensure that recipients understand assessment results so they can make informed choices.

Standard II.3.12 Intervention Selection

School psychologists use intervention, counseling and therapy procedures, consultation techniques, and other direct and indirect service methods that the profession considers to be responsible, evidence-based practice. They do so by using a problem-solving process to develop interventions that are appropriate to the presenting problems and consistent with data collected. Furthermore, preference is given to interventions described in the peer-reviewed professional research literature and found to be efficacious.

Standard II.3.13 Parental Involvement in Intervention Planning

School psychologists encourage and promote parental participation in designing interventions, including discussing with parents the recommendations and plans for assisting their children. When appropriate, this involvement includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, taking into account the ethnic/cultural values of the family, and helping parents gain the skills needed to help their children. Parents are informed of alternative sources of support available at school and in the community.

Standard II.3.14 Student Assent for Assistance

School psychologists discuss with students the recommendations and plans for assisting them. To the maximum extent appropriate, students are invited to participate in selecting and planning interventions.

GUIDING PRINCIPLE II.4 RESPONSIBLE SCHOOL-BASED RECORD KEEPING

School psychologists safeguard the privacy of school psychological records, ensure parents' access to the records of their own child, and ensure the access rights of adult students or otherwise eligible students to their own records.

Standard II.4.1 Notification of Rights and Responsibilities Regarding Records

School psychologists ensure that parents and adult students are notified of their rights regarding creation, modification, storage, and disposal of psychological and education records that result from the provision of services. Parents and adult students are notified of the electronic storage and transmission of personally identifiable school psychological records and the associated risks to privacy.

Standard II.4.2 Comprehensive Records

School psychologists create and/or maintain school-based psychological and education records with sufficient detail to be useful in decision making by another professional and with sufficient detail to withstand scrutiny if challenged in a due process or other legal procedure.

Standard II.4.3 Content of School Psychological Education Records

School psychologists include only documented information from reliable sources in a student's education records. School psychologists do not store in student education records any private information about students or their families that is not needed for the provision of school services. (See Ethics Standard II.4.8 Sole Possession Records.)

Standard II.4.4 Right to Inspect Records

School psychologists ensure that parents have appropriate access to the psychological and education records of their children, and that eligible students have access to their own records. Parents have a right to access any and all information that is used to make educational decisions about their children; eligible students have a right to access any and all information used to make educational decisions about them.

Standard II.4.5 Test Protocols

School psychologists respect the right of parents (and eligible students) to inspect, but not necessarily to copy, their child's (or their own) answers to school psychological test questions, even if those answers are recorded on a test protocol. School psychologists understand that the right of parents (and eligible students) to examine their child's (or their own) test answers may supersede the interests of test publishers.

Standard II.4.6 Access to Records by School Personnel

To the extent that school psychological records are under their control, school psychologists ensure that only those school personnel who have a legitimate educational interest in a student are given access to that student's school psychological records without prior parental permission or the permission of an adult student. This standard applies to access to physical and electronic records.

Standard II.4.7 Electronic Record Keeping

To the extent that school psychological records are under their control, school psychologists protect electronic files from unauthorized release or modification (e.g., by using passwords and encryption), and they take reasonable steps to ensure that school psychological records are not lost due to equipment failure.

Standard II.4.8 Sole Possession Records

It is ethically permissible for school psychologists to keep notes that are not accessible to others (i.e., sole possession records) to use as a memory aid. However, any and all information that is used to make educational decisions about a student is part of the student's education record and must be accessible to parents and adult students.

Standard II.4.9 Retention of Records

School psychologists, in collaboration with administrators and other school staff, work to establish district policies that are consistent with law and sound professional practice regarding the storage and disposal of school psychological records. They advocate for school district policies and practices that (a) safeguard the security of school psychological records while facilitating appropriate access to those records by parents and eligible students, (b) identify timelines for the periodic review and disposal of outdated school psychological records that are consistent with law and sound professional practice, (c) seek parental or other appropriate permission prior to the destruction or deletion of obsolete school psychological records of current students, and (d) ensure that obsolete school psychology records are destroyed or deleted in a way that the information cannot be recovered. In addition, school psychologists advocate for a school service delivery system in which working (not final) drafts of documents are not stored as student education records.

GUIDING PRINCIPLE II.5 RESPONSIBLE USE OF MATERIALS

School psychologists respect the intellectual property rights of those who produce tests, intervention materials, scholarly works, and other materials. They do not condone the use of restricted materials by unqualified persons.

Standard II.5.1 Test Security

School psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine or invalidate the use of the instrument. School psychologists provide parents (and eligible students) with the opportunity to inspect and review their child's (or their own) test answers. When required by law or district policy, school psychologists may ethically provide parents (or eligible students) copies of their child's (or their own) completed test protocol. At the request of a parent (or eligible student), it is also ethically permissible to provide copies of test protocols to a professional who is qualified to interpret them.

Standard II.5.2 Use of Restricted Materials

School psychologists do not promote nor condone the use of restricted psychological and educational tests or other assessment tools or procedures by individuals who are not qualified to use them.

Standard II.5.3 Intellectual Property

School psychologists recognize the effort and expense involved in the development and publication of psychological and educational tests, intervention materials, and scholarly works. They respect the intellectual property rights and copyright interests of the producers of such materials, whether the materials are published in print or digital formats. They do not duplicate copyright-protected test manuals, testing materials, or unused test protocols without the permission of the producer.

BROAD THEME III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their professional promises. School psychologists demonstrate integrity in professional relationships.

GUIDING PRINCIPLE III.1 ACCURATE REPRESENTATION

School psychologists are forthright about their qualifications, competencies, and roles.

Standard III.1.1 Accurate Presentation of Professional Qualifications

School psychologists accurately identify their professional qualifications to others. Competency levels, education, graduate preparation, experience, and certification and licensing credentials are accurately presented to clients, other recipients of services, potential and current employers, credentialing bodies, and public forums (e.g., on websites).

Standard III.1.2 Correcting Misperceptions

School psychologists correct any misperceptions of their qualifications. School psychologists do not represent themselves as specialists in a particular domain without verifiable graduate preparation and supervised experience in the specialty.

Standard III.1.3 Affiliation and Experience

School psychologists do not use affiliations with persons, associations, or institutions to imply a level of professional competence exceeding that which they have actually achieved. When submitting application to credentialing, licensing, or certification boards (e.g., National School Psychology Certification Board), school psychologists accurately report their graduate preparation and experience.

Standard III.1.4 Graduate Programs

Graduate program directors are responsible for ensuring that the descriptions of their programs accurately represent the nature of accreditation and/or approval by various bodies. If a program has not been awarded NASP approval, directors ensure that descriptions of the program do not imply that it meets NASP's *Standards for Graduate Preparation of School Psychologists*.

Standard III.1.5 Accuracy of Marketing Information

School psychologists ensure that announcements and advertisements of the availability of their publications, products, and services for sale are factual and professional.

GUIDING PRINCIPLE III.2 FORTHRIGHT EXPLANATION OF PROFESSIONAL SERVICES, ROLES, AND PRIORITIES

School psychologists are candid about the nature and scope of their services.

Standard III.2.1 Explanation of Services to Clients

School psychologists explain their professional competencies, roles, assignments, and working relationships to recipients of services and others in their work setting in a forthright and understandable manner. School psychologists explain all professional services to clients in a clear, understandable manner.

Standard III.2.2 Role Definition in Collaborative Work

School psychologists make reasonable efforts to become integral members of the client service systems (e.g., school-based teams) to which they are assigned. They establish clear roles for themselves within those systems while respecting the various roles of colleagues in other professions.

Standard III.2.3 Priority of Child Welfare

The school psychologist's commitment to protecting the rights and welfare of children and youth is communicated to the school administration, staff, and others as their highest priority in providing services. School psychologists are ethically obligated to speak up for the interests and rights of students and families even when it may be difficult to do so.

Standard III.2.4 Conflicts of Loyalties

School psychologists who provide services to several different groups (e.g., families, teachers, classrooms) may encounter situations in which loyalties are conflicted. As much as possible, school psychologists make known their priorities and commitments in advance to all parties to prevent misunderstandings. This is particularly important when the school psychologist is functioning in a nonclinical role, such as administrator, supervisor, or director.

GUIDING PRINCIPLE III.3 RESPECTING OTHER PROFESSIONALS

To best meet the needs of children, school psychologists cooperate with other professionals in relationships based on mutual respect.

Standard III.3.1 Cooperation With Other Professionals

To meet the needs of children and youth and other clients most effectively, school psychologists cooperate with other psychologists and professionals from other disciplines in relationships based on mutual respect. They genuinely consider input from nonschool professionals regarding student classification, diagnosis, and appropriate school-based interventions. They encourage and support the use of all resources to serve the interests of students. If a child or other client is receiving similar services from another professional, school psychologists promote the coordination of services.

Standard III.3.2 Referrals to Other Professionals

If a child or other client is referred to another professional for services, school psychologists ensure that all relevant and appropriate individuals, including the client, are notified of the change and reasons for the change. When referring clients to community-based professionals, school psychologists provide clients with lists of suitable practitioners from whom the client may seek services.

Standard III.3.3 Altering Reports

Except when supervising graduate students, school psychologists do not alter reports completed by another professional without their permission to do so.

GUIDING PRINCIPLE III.4 INTEGRITY IN RELATIONSHIPS

School psychologists avoid multiple relationships that diminish their professional effectiveness.

Standard III.4.1 Multiple Relationships and Professional Effectiveness

School psychologists refrain from any activity in which multiple relationships with a client or a client's family could reasonably be expected to interfere with professional effectiveness. School psychologists are cautious about business and other relationships with clients that could interfere with professional judgment and decision making or potentially result in exploitation of a client. When multiple relationships threaten to diminish professional effectiveness or would be viewed by the public as inappropriate, school psychologists ask their supervisor for reassignment of responsibilities, or they direct the client to alternative services.

Standard III.4.2 Multiple Relationships and Limited Alternative Services

In situations in which multiple relationships are unavoidable, such as when there is a lack of alternative service providers, school psychologists take the necessary steps to anticipate and prevent conditions that might compromise their objectivity, professionalism, or ability to render services. They establish and maintain clear professional boundaries, clarify role expectations, and rectify any misunderstandings that might adversely affect the well-being of a client or a client's family. In all cases, school psychologists prioritize the needs of the client and attempt to resolve any conflicts that emerge in a manner that provides the greatest benefit to the client.

Standard III.4.3 Harassment and Exploitation

School psychologists do not exploit clients, supervisees, or graduate students through professional relationships or condone these actions by their colleagues. They do not participate in or condone sexual harassment of children, parents, other clients, colleagues, employees, trainees, supervisees, or research participants.

Standard III.4.4 Sexual Relationships

School psychologists do not engage in sexual relationships with individuals over whom they have evaluation authority, including college students in their classes or program, or any other trainees or supervisees. School psychologists do not engage in sexual relationships with their current or former pupil-clients; the parents, siblings, or other close family members of current pupil-clients; or current consultees. Because they have an obligation to consider the well-being of all family members and to safeguard trust in psychologists, school psychologists are cautious about entering into sexual relationships with parents, siblings, or other close family members of the former client after the conclusion of the professional relationship.

GUIDING PRINCIPLE III.5 CONFLICTS OF INTEREST

School psychologists are forthright in describing any potential conflicts of interest that may interfere with professional effectiveness, whether these conflicts are financial or personal belief systems.

Standard III.5.1 Private Versus Professional Conduct

The *Principles for Professional Ethics* provides standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise trust in the profession or professional effectiveness.

Standard III.5.2 Separation of Personal Beliefs

School psychologists are aware of their own values, attitudes, and beliefs and how these affect their work with clients, families, school administration, staff, and the community. School psychologists' professional decisions, recommendations, and activities are guided by the evidence base and by best practices.

Standard III.5.3 Personal Beliefs and Experiences

School psychologists recognize when their own beliefs, attitudes, or experiences pose a barrier to providing competent services to a particular client or family. In such situations, the school psychologist obtains supervision that would allow them to provide quality services, if feasible. If not feasible, they ask for reassignment of the case to a different school psychologist, or they direct the client to alternative services and facilitate the transition to those services.

Standard III.5.4 NASP Leadership

NASP requires that any action taken by its officers, members of the Board of Directors or Leadership Assembly, or other committee or board members be free from the appearance of impropriety and free from any conflict of interest. NASP leaders recuse themselves from decisions regarding proposed NASP initiatives if they may gain an economic benefit from the proposed venture.

Standard III.5.5 Disclosure of Financial Interests

School psychologists' financial interests in products (e.g., tests, computer software, professional materials) or services can influence their objectivity or the perception of their objectivity regarding those products or services. For this reason, school psychologists are obligated to disclose any significant financial interest in the products or services they discuss in their presentations or writings, if that interest is not obvious in the authorship/ownership citations provided.

Standard III.5.6 Referrals and Remuneration

School psychologists neither give nor receive any remuneration for referring children and other clients for professional services.

Standard III.5.7 Remuneration for Data Sharing

School psychologists do not accept any remuneration in exchange for data from their client database without the permission of their employer and a determination of whether the data release ethically requires informed client consent.

Standard III.5.8 Practice in Both Public School and Private Settings

School psychologists who provide school-based services and who also engage in the provision of private practice services (dual setting practitioners) recognize the potential for conflicts of interest between their two roles and take steps to avoid such conflicts. Dual setting practitioners:

III.5.8a are obligated to inform parents or other potential clients of any psychological and educational services that are available to them at no cost from the schools prior to offering such services for remuneration;

III.5.8b may not offer or provide private practice services to a student (or their parents or family members) of a school or special school program where the practitioner is currently assigned unless these services are not available in the school setting;

III.5.8c may not offer or provide an independent evaluation as defined in special education law for a student who attends a local or cooperative school district where the practitioner is employed;

III.5.8d do not use tests, materials, equipment, facilities, secretarial assistance, or other services belonging to the public sector employer for private practice purposes unless approved in advance by the employer;

III.5.8e conduct all private practice outside of the hours of contracted public employment;

III.5.8f hold appropriate credentials for practice in both the public and private sectors.

BROAD THEME IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and youth and schools, and they strive to reform systems-level patterns of injustice. School psychologists who participate in public discussion forums, both in person and by electronic means, adhere to ethical responsibilities regarding respecting the dignity of all persons and maintaining public trust in the profession. School psychologists also maintain the public trust by respecting laws and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

GUIDING PRINCIPLE IV.1 PROMOTING HEALTHY SCHOOL, FAMILY, AND COMMUNITY ENVIRONMENTS

School psychologists use their expertise in psychology and education to promote school, family, and community environments that are safe and healthy for children and youth.

Standard IV.1.1 Effective Participation in Systems

To provide effective services and systems consultation, school psychologists are knowledgeable about the organization, philosophy, goals, objectives, culture, and methodologies of the settings in which they provide services. In addition, school psychologists develop partnerships and networks with community service providers and agencies to provide seamless services to children and youth and families.

Standard IV.1.2 Promoting Systems Change

School psychologists use their professional expertise to promote changes in schools and community service systems that will benefit children and youth and other clients. They advocate for school policies and practices that are in the best interests of children and respect and protect the legal rights of students and parents.

GUIDING PRINCIPLE IV.2 RESPECT FOR LAW AND THE RELATIONSHIP OF LAW AND ETHICS

School psychologists are knowledgeable of and respect laws pertinent to the practice of school psychology. In choosing an appropriate course of action, they consider the relationship between law and the *Principles for Professional Ethics*.

Standard IV.2.1 Understanding Workplace Systems

School psychologists recognize that awareness of the policies, procedures, and legal requirements of their particular workplace is essential for effective functioning within those settings.

Standard IV.2.2 Intersection of Law and Ethics

School psychologists respect the law and the civil and legal rights of students and other clients. The *Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations school psychologists are expected to adhere to the Principles.

Standard IV.2.3 Conflicts Between Law and Ethical Principles

When conflicts between ethics and law occur, school psychologists take steps to resolve the conflict through positive, respected, and legal channels. If they are not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.

Standard IV.2.4 Participation in Public Discourse

School psychologists may act as individual citizens to bring about change in a lawful manner. They identify when they are speaking as private citizens rather than as employees and when they are speaking as individual professionals rather than as representatives of a professional association. They also identify statements that are personal beliefs rather than evidence-based professional opinions.

GUIDING PRINCIPLE IV.3 MAINTAINING PUBLIC TRUST BY SELF-MONITORING AND PEER MONITORING

School psychologists accept responsibility for monitoring their own conduct and the conduct of other school psychologists to ensure that it conforms to ethical standards.

Standard IV.3.1 Application of Principles

School psychologists consult the *Principles for Professional Ethics* and thoughtfully apply them to situations within their employment role and context. In difficult situations, school psychologists use a systematic, problem-solving approach to decision making, including consulting experienced school psychologists, state associations, or NASP.

Standard IV.3.2 Resolution of Concerns With Colleagues

When a school psychologist suspects that another school psychologist has engaged in unethical practices, they attempt to resolve the suspected problem through a collegial problem-solving process, if feasible. If a collegial problem-solving process is not possible or productive, school psychologists take further action appropriate to the situation, including discussing the situation with a supervisor in the employment setting, consulting state association ethics committees, and, if necessary, filing a formal ethical violation complaint with state associations, state credentialing bodies, or the NASP Ethical and Professional Practices Board in accordance with their procedures.

Standard IV.3.3 Cooperation With the Ethics and Professional Practices Board

NASP members and NCSP credential holders cooperate with formal investigations of their conduct by NASP's Ethics and Professional Practices Board (EPPB). Consistent with the ethical guiding principle of accepting responsibility for their actions, school psychologists respond to ethical complaints personally (not through legal counsel or another third party) during the investigation phase unless the EPPB chair waives this requirement. School psychologists comply with the final disposition requirements imposed by the EPPB, if any.

GUIDING PRINCIPLE IV.4 CONTRIBUTING TO THE PROFESSION BY MENTORING, TEACHING, AND SUPERVISION

As part of their obligation to students, schools, society, and their profession, school psychologists mentor less experienced practitioners and graduate students to ensure high-quality services, and they serve as role models for sound ethical and professional practices and decision making.

Standard IV.4.1 Graduate Program Directors

School psychologists who serve as directors of graduate education programs provide current and prospective graduate students with accurate information regarding program accreditation, goals and objectives, graduate program policies and requirements, and likely outcomes and benefits.

Standard IV.4.2 Graduate Student Supervisors

School psychologists who provide direct supervision to practicum students and interns during field experiences are responsible for all professional practices of the supervisees. The field-based supervisor ensures that practicum students and interns are adequately supervised as outlined in NASP's *Standards for Graduate Preparation of School Psychologists*. Interns and graduate students are identified as such, and their work is cosigned by the supervising school psychologist.

Standard IV.4.3 Supervisor Responsibility

School psychologists who are faculty members at universities, those who supervise field experiences, and those who oversee the work of school psychology employees apply these ethical principles in their work with students and supervisees. They promote the ethical practice of graduate students and other supervisees by providing specific and comprehensive instruction, feedback, and mentoring. In addition, they advocate for optimal working conditions and continuing professional development opportunities for their supervisees.

GUIDING PRINCIPLE IV.5 CONTRIBUTING TO THE SCHOOL PSYCHOLOGY KNOWLEDGE BASE

To improve services to children and youth, families, and schools, and to promote the welfare of children, school psychologists are encouraged to contribute to the school psychology knowledge base by participating in, assisting in, or conducting and disseminating research.

Standard IV.5.1 Conducting Research

When designing and conducting research in schools, school psychologists choose topics and employ research methodology, research participant selection procedures, data-gathering methods, and analysis and reporting techniques that are grounded in sound research practice. School psychologists identify their level of graduate preparation and graduate degree to potential research participants.

Standard IV.5.2 Protecting the Rights of Research Participants

School psychologists respect the rights, and protect the well-being, of research participants. School psychologists obtain appropriate review and approval of proposed research prior to beginning their data collection.

IV.5.2a Prior to initiating research, school psychologists and graduate students affiliated with a university, hospital, or other agency subject to the U.S. Department of Health and Human Services (DHHS) regulation of research first obtain approval for their research from their Institutional Review Board for Research Involving Human Subjects (IRB) as well as the school or other agency in which the research will be conducted. Research proposals that have not been subject to IRB approval should be reviewed by individuals knowledgeable about research methodology and ethics and approved by the school administration or other appropriate authority.

IV.5.2b In planning research, school psychologists are ethically obligated to consider carefully whether the informed consent of research participants is needed for their study, recognizing that research involving more than minimum risk requires informed consent, and that research with students involving activities that are not part of ordinary, typical schooling requires informed consent. Consent and assent protocols provide the information necessary for potential research participants to make an informed and voluntary choice about participation. School psychologists evaluate the potential risks (including risks of physical or psychological harm, intrusions on privacy, breach of confidentiality) and benefits of their research and only conduct studies in which the risks to participants are minimized and acceptable.

Standard IV.5.3 Anonymity of Data

School psychologists may only use identifying case information in lectures, presentations, or publications when written consent to do so has been obtained from the client. Otherwise, they remove and disguise identifying case information when discussing assessment, consultation, or intervention cases.

Standard IV.5.4 Accuracy of Data

School psychologists do not publish or present fabricated or falsified data or results in their publications, presentations, and professional reports.

Standard IV.5.5 Replicability of Data

School psychologists make available their data or other information that provided the basis for findings and conclusions reported in publications and presentations, if such data are needed to address a legitimate concern or need and under the condition that the confidentiality and other rights of research participants are protected.

Standard IV.5.6 Correction of Errors

If errors are discovered after the publication or presentation of research or other information, school psychologists make efforts to correct errors by publishing errata, retractions, or corrections.

Standard IV.5.7 Integrity of Publications

School psychologists only publish data or other information that make original contributions to the professional literature. They do not report the same study in a second publication without acknowledging previous publication

of the same data. They do not duplicate significant portions of their own or others' previous publications without permission of copyright holders.

Standard IV.5.8 Plagiarism

When publishing or presenting research or other work, school psychologists do not plagiarize the works or ideas of others. They appropriately cite and reference all sources, print or digital, and assign credit to those whose ideas are reflected. In inservice or conference presentations, school psychologists give credit to others whose ideas have been used or adapted.

Standard IV.5.9 Acknowledging Contributors

School psychologists accurately reflect the contributions of authors and other individuals who contributed to presentations and publications. Authorship credit is given only to individuals who have made a substantial professional contribution to the research, publication, or presentation. Authors discuss and resolve issues related to publication credit as early as feasible in the research and publication process.

Standard IV.5.10 Review of Manuscripts and Proposals

School psychologists who participate in reviews of manuscripts, proposals, and other materials respect the confidentiality and proprietary rights of the authors. They limit their use of the materials to the activities relevant to the purposes of the professional review. School psychologists who review professional materials do not communicate the identity of the author, quote from the materials, or duplicate or circulate copies of the materials without the author's permission.

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NCSP

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Standard III.4.3 Harassment and Exploitation
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Standard II.4.5 Test Protocols
Standard II.5.1 Test Security
Standard II.5.3 Intellectual Property

Appendix. The NASP Practice Model

New Hampshire School Social Workers Association

Courtney Porter, ***President***

Sheelu Joshi Flegal, ***Secretary***

Jocelyn Jerry-Wolcott, ***Treasurer***

Julie Barbick, ***At-Large Board Member***

Cynthia Collea, ***At-Large Board Member***

Laurie Ekberg, ***At-Large Board Member***

Elin Pelland, ***At-Large Board Member***

Kaitlyn Schena, ***At-Large Board Member***

ROLE OF SCHOOL SOCIAL WORKER

The best teachers with the biggest teaching "bag of tricks", recognize that numerous factors interfere with their ability to reach many of their students. Children today are increasingly victims of many social forces that negatively affect their role as students. Many families are in a state of change and until it becomes stabilized, in whatever form, children's unmet physical and emotional needs will continue to interfere with their ability to learn and adjust in school.

"We need to get in there and do the work. We may do our work in a classroom, at a table, under a table, outside of a home on the front porch or through a screened door. We may do our work with puppets and clay or graffiti and spoken word, before school or during lunch…nonetheless, we do the work." Heather Alden, 2012 National School Social Worker of the Year

School social work is a specialized area of practice within the broad field of the social work profession. School social workers bring unique knowledge and skills to the school system and the student services team. School Social Workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy. School social workers are instrumental in furthering the mission of the schools which is to provide a setting for teaching, learning, and for the attainment of competence and confidence. School social workers are hired by school districts to enhance the district's ability to meet its academic mission, especially where home, school and community collaboration is the key to achieving student success.

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School Social Work Services

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N.H. Code Admin. R. Ed 507.08

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Current through Register No. 18, May 4, 2023

Section Ed 507.08 - School Psychologist

(a) The following shall be the entry level requirements for an individual to be certified as school psychologist:

(1) Completion of any state board of education approved doctoral certificate of advanced graduate study/specialist, or master's level program in school psychology; or

(2) Meeting both of the following requirements:

a. Completion of at least 60 semester hours or the equivalent of graduate study culminating in at least a master's degree, of which at least 54 hours are exclusive of credit for the supervised internship experience as described in b.; and

b. Experience in a supervised internship in a general school setting for 1,200 clock hours, full-time over one year or half time over 2 consecutive years in a general school setting, provided that if additional experiences are provided in mental health clinics, psychiatric hospitals, and other institutions for children, such experiences shall not replace the supervised internship in a general school setting for more than 600 of the 1,200 hours.

(b) A candidate for certification as a school psychologist shall have the skills, competencies and knowledge through a combination of academic and supervised practical experiences in the following areas:

(1) Practices that permeate all aspects of service delivery through:

a. Data-based decision making and accountability; and

b. Consultation and collaboration;

(2) Direct and indirect services for children, families and schools which include:

a. Student-level services including;

1. Conducting, interpreting, and communicating the findings of assessments of students, including but not limited to their:

(i) Intellectual ability;

(ii) Cognitive processing;

(iii) Academic achievement;

(iv) Behavior;

(v) Social and emotional functioning;

(vi) Learning environments; and

(vii) Adaptive functioning;

2. Designing, implementing, monitoring and adapting instructional and behavioral supports and interventions;

3. Creating, implementing and evaluating mental health interventions and direct services to develop social/emotional and life skills;

b. Systems-level services including:

1. Interacting effectively in a school setting by understanding systems, roles, curriculum, instruction and assessment to promote socialization, learning, and mental health; and

2. Implementing and evaluating school wide practices that promote learning; and

c. Preventative and responsive services including:

1. Applying principles of resilience and risk factors in learning and mental health;

2. Promoting multi-tiered systems of support; and

3. Formulating evidence-based strategies for effective crisis preparation, response, and recovery; and

(3) Foundations of professional school psychological services which include:

a. Understanding and analyzing the diversity in human development and learning including culture, context and individual differences;

b. Explaining typical and atypical psychological and educational development in children and youth;

c. Synthesizing, evaluating and applying theories and models of research, empirical findings, and techniques related to student learning;

d. Utilizing research design, statistics, measurement, and varied data collection and analysis techniques;

e. Designing and implementing program evaluation to support evidence-based practices at the individual, group, and/or systems levels;

f. Integrating the history and foundations of psychology into a professional identity and practice as a school psychologist; and

g. Adhering to ethical, legal and professional standards including:

1. Ethical and professional decision making; and

2. Professional work characteristics and disposition that reflect personal integrity.

N.H. Code Admin. R. Ed 507.08

#2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6349, eff 10-5-96, EXPIRED: 10-5-04

New. #8206, INTERIM, eff 11-18-04, EXPIRES: 5-17-05;ss by #8335, eff 4-23-05; ss by #8667, eff 7-1-06

Amended byVolume XXXV Number 10, Filed March 12, 2015, Proposed by #10785, Effective 2/20/2015, Expires2/20/2025.

Previous Section
Section Ed 507.07 - School Counselor

Next Section
Section Ed 507.09 - Visual Arts Teacher

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N.H. Code Admin. R. Ed 507.14

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Current through Register No. 18, May 4, 2023

Section Ed 507.14 - School Social Worker

(a) For an individual to be certified as a school social worker, the individual shall:

(1) Have completed a master's level specialist program in school social work. Specialist-level programs shall consist of a full time, or its equivalent in part-time, coordinated sequence of specifically focused study at the graduate level, culminating in at least a master's degree in the area of social work from an accredited institution; or

(2) Have earned a master's degree in social work and one of the following:

a. Have completed an approved conversion program in school social work which shall include a 2-year internship supervised by a certified or licensed school

social worker; or

b. Have acquired the knowledge and skills of a school social worker under Ed 505.04, or 505.05.

(b) A candidate for certification as a school social worker shall have the following skills, competencies and knowledge through a combination of academic experiences and competencies to be demonstrated by evidence such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice:

(1) Social welfare and educational policy, including:

a. History of education, social work and human services systems;

b. Role of policy at local, state, and national levels in education and school social work practice;

c. Process of policy formation and implementation and its impact on student and family systems, schools, organizations, and communities;

d. Use of policy practice to analyze, influence, and advocate; and

e. State and federal laws related to school social work practice, such as education, special education, 504, child welfare, homeless and displaced students, mental health, and juvenile justice;

(2) Social work values and ethics, including:

a. Mission of public education;

b. Mission of school social work to insure student learning, educational equity, and social justice for every student by reducing or eliminating the social, economic, and environmental barriers;

c. Demonstration and promotion of the values of the profession as delineated in the National Association of Social Workers (NASW) Code of Ethics (2008), as specified in Appendix II;

d. Professional school social work and pupil services standards as stated in the NASW Standards for School Social Work Services (2012), as specified in Appendix II; and

e. Ability to use an ethical decision-making model to guide practice;

(3) Social and economic justice and populations at risk, including:

a. Understanding risk/resiliency factors for populations at risk;

b. Understanding the dynamics of risk factors for school failure and the strategies to address them;

c. Understanding how group membership and various forms of oppression affect access to resources and educational opportunities;

d. Strategies to combat discrimination, oppression, institutional racism, and economic deprivation;

e. Advocacy for non-discriminatory social and economic systems; and

f. Identification of inequities in access to school and community programs and services for children, youth, and families;

(4) Skills in systematic assessments, data gathering, and interpretation at multiple levels using a variety of methods to assess the needs, characteristics, and interactions of students, families, and school personnel;

(5) Effective prevention and intervention with individuals, families, schools, and communities including:

a. Utilization of a strength-based approach to enhance students' capacities, with special emphasis on students in populations at risk;

b. Design and implementation of practice strategies with persons from diverse backgrounds;

c. Partnership with families and others to resolve challenges in the home, school, and community;

d. Counseling;

e. Crisis intervention and other mental health services;

f. Casework and case management;

g. Group work;

h. Mediation and conflict resolution;

i. Advocacy;

j. Development of positive behavioral intervention strategies for all students;

k. Program development and management;

l. Provision of professional development and community education;

m. Collaboration, consultation, and coordination as leaders or members of interdisciplinary teams and community partnerships; and

n. Community organization, including mobilization of school and community resources;

(6) Human behavior and social environment, including:

a. Biological, psychological, and sociological variables affecting development, learning, and educational achievement; and

b. Application of theoretical frameworks to understand the interaction among individuals and between individuals and social systems such as families, groups, organizations, and communities;

(7) Diversity, including:

a. Cultural factors in race, gender, ethnicity, sexual orientation, and social class and how culture affects individual, family, group, organizational, and community behavior;

b. Understanding of, and affirmation and respect for, people from diverse backgrounds and recognition of diversity within and between groups;

c. Development of trust, open communication, mutual respect, and ongoing collaboration with members of diverse populations; and

d. Ability to take cultural and other diversity factors into account in assessments and interventions; and

(8) Research, including:

a. Qualitative and quantitative methodologies; and

b. Use of practice literature and empirically-based knowledge in the areas of children, youth, families, and schools to:

1. Provide school social work services and educational interventions;

2. Monitor and assess programs and services;

3. Monitor and assess academic and social progress; and

4. Initiate change and improve practice, policy, and programs.

c. For the purposes of Ed 507.14, populations at risk shall include, but not be limited to:

1. Children with special educational needs;

2. School age parents;

3. Homeless youth and families;

4. Students affected by mental health and substance misuse issues;

5. Lesbian, gay, bisexual, transgender, and questioning youth;

6. Abused and neglected students;

7. Students living in poverty;

8. Children of color;

9. Adjudicated and incarcerated youth;

10. English language learners;

11. Students whose families are in crisis; and

12. Other marginalized groups of students.

N.H. Code Admin. R. Ed 507.14

#6349, eff 10-5-96, EXPIRED: 10-4-04

New. #8229, eff 12-17-04; ss by #9306, eff 10-25-08

Amended by Volume XXXVII Number 15, Filed April 13, 2017, Proposed by #12144, Effective 3/24/2017, Expires 3/24/2027.

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Dr. Sarah Edmunds, Principal
Kathryn Gosselin, Assistant Principal

Amanda J. Kovaliv, School Counseling Coordinator
Alice Bartoldus, Middle School Counselor

WLC Principal's Report
June 2023

It is with a mixture of gratitude, pride, and a touch of sadness that I present to you my final Principal's Report. As the end of the school year approaches, so does the end of my tenure as principal of WLC. I want to express my deepest appreciation to the students, parents, and teachers who have made my time as principal and assistant principal at WLC truly extraordinary. Thank you all!

Senior Awards Night

We had a wonderful award ceremony and WLC is so grateful for the astonishing amount of scholarships awarded to our students on Senior Awards Night. $85,000 in scholarships were given to WLC students. The generosity of our community, businesses, and organizations has been overwhelming. These scholarships will undoubtedly provide our students with invaluable opportunities and support as they pursue their higher education and career aspirations. To our scholarship donors, thank you for investing in the future of our students and for recognizing their exceptional talents and achievements.

Congrats to our NH Scholars!
Back row from left to right: Mandy Kovaliv, Alex Carver, Kaylee Deegan, Taylor Bouley, Joe Krug, Austin Kimball, Justin Marcinuk
Front row left to right: Ronan Sangster, Ava Unsworth, Ryleigh Smith

New Hampshire Scholars is a community-based program that encourages students to take a rigorous Core Course of Study in high school. Whatever path students take, a strong high school education can help them achieve their goals. New Hampshire Scholars gives students a roadmap for gaining the skills and knowledge they need to succeed—in college, careers, and community life.

Commencement- Congratulations to the Class of 2023!

On June 9, 2023 at 7pm, WLC held our commencement ceremony in the WLC gymnasium. We are so proud of all of our seniors and cannot wait to see where they go and the good they do in this world!

FLORENCE RIDEOUT ELEMENTARY SCHOOL
LYNDEBOROUGH CENTRAL SCHOOL
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Bridgette Fuller, Interim Associate Principal
Christina Gauthier, Administrative Assistant FRES
Aimee Gelineau, School Counselor
Sherry LeBlanc, Administrative Assistant LCS

INTERIM PRINCIPAL REPORT
June 13, 2023

The last month of the school year is always full of excitement and special events, however through all of the schedule changes, teachers strive to maintain as consistent of a schedule as possible. Since my last report, both schools continued with safety drills, the 3rd-5th graders showcased their musical talents for families at spring concert, multiple grade levels attended field trips, and step-up days for rising kindergarten, first grade, and sixth grade students set students' minds at ease. Over these past weeks, teachers have engaged in data driven dialogue and many have also participated in the hiring process for new staff at both FRES and LCS. We are excited to introduce new members to our school community, and are sad to say goodbye to those who are retiring and/or moving on to their next endeavor.

SAFETY and WELL BEING

Students in grades K-5 participated in fire drills and the FRES students & staff participated in their off site evacuation drill. Both LCS and FRES successfully completed all mandated safety drills for the year. Thank you to all of the first responders from both towns who partnered with us monthly!

The Wilton-Lyndeborough Cooperative School District does not discriminate on the basis of race, color, religion, national origin, age, sex, handicap, veteran status, sexual orientation, gender identity or marital status in its administration of educational programs, activities or employment practice.

SOCIAL AND EMOTIONAL LEARNING

On June 5, 2023 our FRES whole school morning meeting was hosted by our 1st grade and Marty Kelly and Friends joined the K-5 students in a Summer Reading Kickoff event. The students have submitted their nominations for Kindness Ambassadors and Ms. Gelineau, our school counselor, will be presenting the awards in the coming days.

DATA DRIVEN INSTRUCTION and SUMMER ACADEMY

On May 26, 2023, teachers met with their students' receiving teachers (K met with 1st, 1st met with 2nd, 2nd met with 3rd, 3rd met with 4th, and 4th met with 5th, and 5th met with 6th) to review iReady data and dialogue around next steps for students and curriculum. Teachers were also able to use data to select students who may benefit from participation in our Summer Academy. The goal of Summer Academy is to narrow gaps in reading and mathematics. Invitations for Summer Academy, which is scheduled for July 10-August 11, 2023, were sent home June 1, 2023.

This June 6-12, 2023, teachers were able to meet again within their grade level teams to take a closer look at data from additional assessments including phonemic awareness, phonics, and math. Teachers also considered the science curriculum for the coming school year. Moving forward, the science curriculum will include units from PLTW to address engineering and design standards as well as units from Mystery Science to address Life Science, Earth & Space Science, and Physical Science. PLTW might also be considered for our Gifted and Talented/Accelerated Learner Programming.

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Grades close at both schools on June 16, 2023 and learning profiles will be sent home on the last day of school, June 22, 2023.

IMPORTANT DATES

- **June 16, 2023**- FRES Field Day & 5th Grade PTO Kickball event (5-7pm)
- **June 20, 2023**- LCS Field Day/BBQ & 5th Grade Promotion Ceremony (1pm)
- **June 22, 2023**- Last Day of School

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Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

192 Forest Road Lyndeborough, NH 03082
603-732-9227

Peter Weaver
Superintendent of Schools

Samantha Dignan
Curriculum Coordinator

Kristie LaPlante
Business Administrator

Curriculum Coordinator Report May 9, 2023

Professional Learning

Professional Development

We had our final professional development day on May 26th. Teachers in all three schools met to discuss the most recent iReady assessments. They met in grade-level teams and reviewed the data of their current students, as well as the incoming students for the grade-level. Transition meetings were also held by the 5th/6th teacher teams. Teachers shared information about the curriculum that has been covered this year, and discussed with students to ensure that the transition is done smoothly and as seamlessly as possible.

Assessment

NH SAS/iReady

The New Hampshire Statewide Assessment System (NH SAS) and the iReady assessments have been mostly wrapped up for all students in the district. There are a few students who due to extenuating circumstances are still working to complete their assessments, however most of the district has completed their assessments.

Curriculum

Teachers at all three schools have worked diligently to continue to develop their curriculum. The technology department has also been working hard to upload curriculum documents. I'm excited to say that if you look at our school website, the Scope and Sequence and Competency documents for ELA and Social Studies grades 6-12 are uploaded. The Scope and Sequence document contains the order in which units are taught as well as the basic outline of what content is covered. The Competency documents are the skills students will obtain by learning about these units.

FRES

I continue to work in conjunction with Mrs. Fuller to support student discipline at FRES. Finally, I remain in attendance at numerous 504 meetings and Special Education team meetings. At these meetings teams are determining eligibility for both 504s and IEPs, as well as reviewing evaluations.

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Spring 2023 Data Presentation:

Where have we been?
Where are we now?
Where are we going?

“Big things don’t always happen with a leap. Big things happen when we take the next best step over and over again.”
~Jill M. Siler

Agenda

Review of iReady timelines

iReady Fall, Winter, Spring Comparison
Kindergarten, grades 1-5, 6-8 and 9-11

PSAT/SAT Longitudinal Data

What have we done?

Now what?

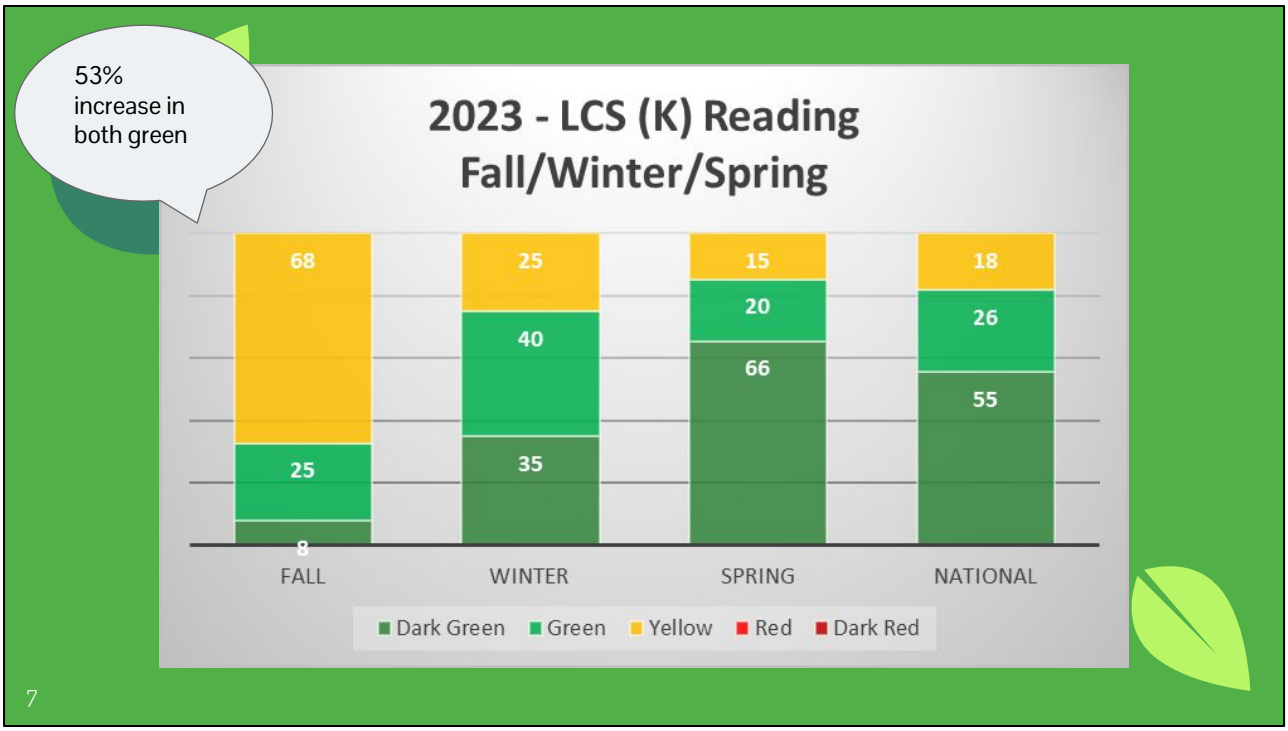
Questions/Comments

Goals:
These are set for students individually K-8 by iReady.
Annual Goal: The average annual growth for a student at this grade and baseline placement level.
Stretch Goal: An ambitious but attainable level of annual growth which puts below-grade level students on a path towards proficiency and on-grade level students on a path to achieve/maintain advanced proficiency levels.
More about that later…

What are these colors all about?

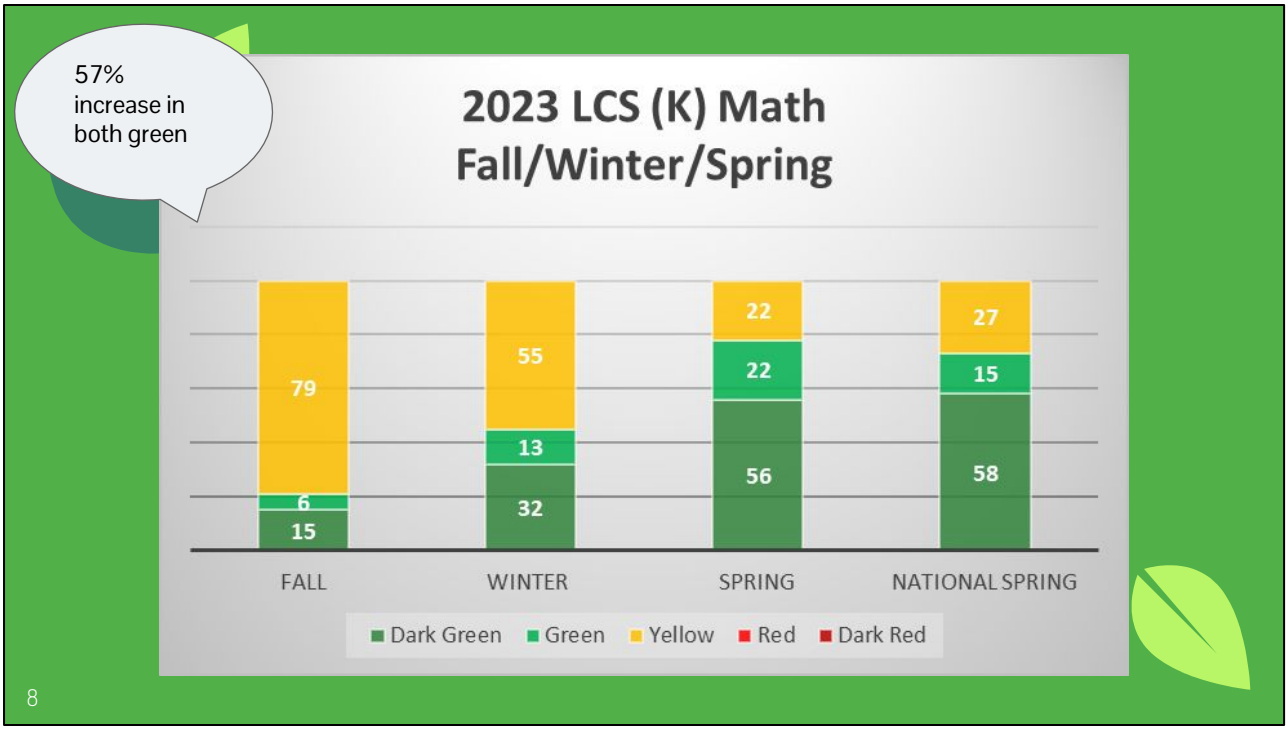
- Deep red indicates students are 3 or more years below grade level.
- Red indicates students are 2 years below grade level.
- Yellow indicates students are 1 year below grade level.
- Light green indicates students are early on grade level.
- Dark green indicates students are mid-grade level or above.

iReady
K-5: How are we doing?



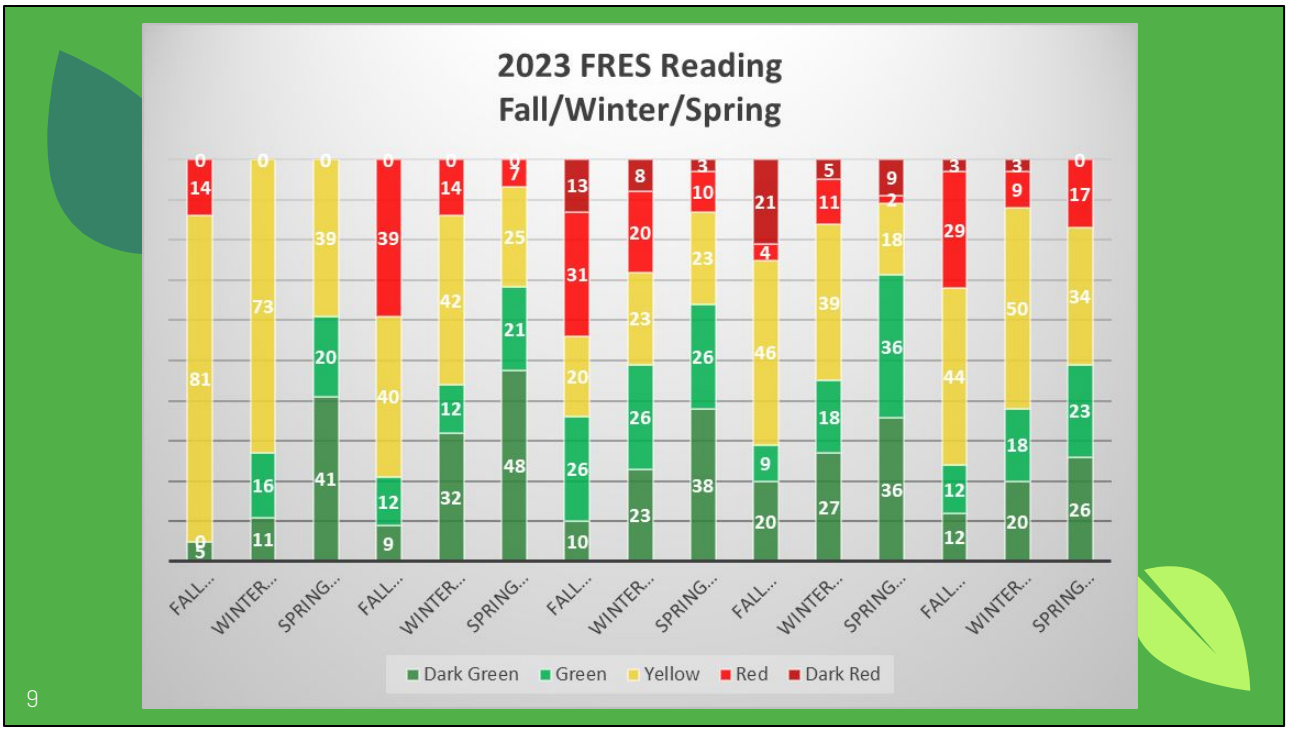
We have not reported out on Kindergarten this year because they have been “off” of the rest of the district’s testing cycle. Kindergarten has their own set of slides. Students who are in Kindergarten cannot have any red due to the fact that they cannot be more than one grade-level behind. As you can see, there is steady progress for Kindergarten students. This data is presented as percentages of students, not number of students. 86% of our Kindergarten students are at or above grade level in reading according to iReady.

K - 86% of our kindergarten students are at or above grade level. Nationally, 81% of kindergarten students are at or above grade level.



Again, Kindergarten is on their own graph due to their different testing cycle. In math, there are 88% of students who are on or above grade level. In January, the Kindergarten started using the MyPath instructional pathways for 45 minutes a week in math. If students met this goal of 45 minutes of “time on task” they would then work on reading. This can be a contributing factor in the level of growth we have seen from January to May. The kindergarten students have spent an average of 7 hours and 13 minutes with “time on task” on their MyPath for math. This averages to 22 minutes per week. “Time on task” is a term that iReady uses to describe the amount of time a student is actively engaged in the lessons they are being presented.

K - 78% of our kindergarten students are at or above grade level. Nationally, 73% of kindergarten students are at or above grade level.



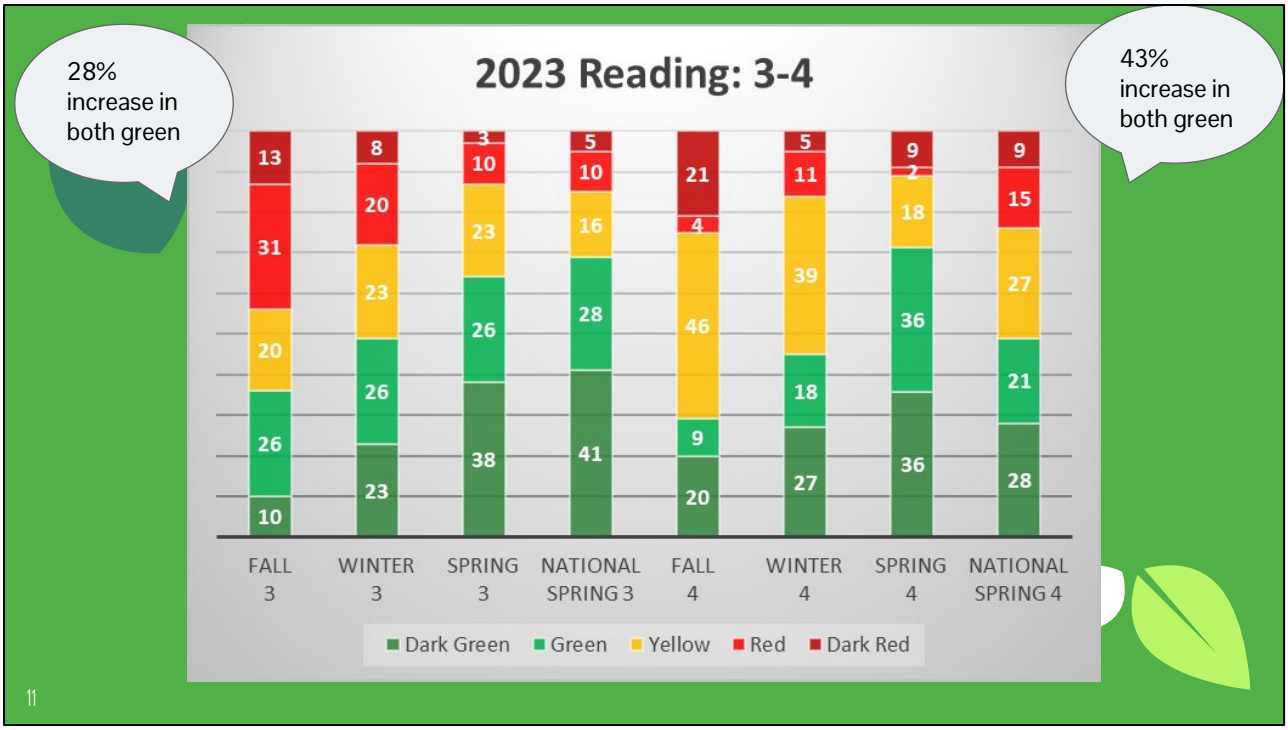
Each grade-level consists of three columns. The first column is the percentage of students who fell into each category in the fall (September). The second column is the percentage of students students in each category in the winter (January). The final column is the percentage of students who fell into each category in the spring (May).

As we mentioned in the fall, our goal is to move students from the deep red, red, and yellow into the two different green categories. You can see across the board there is consistent growth throughout grades 1-5. Noting specifically both green categories have grown significantly across all grade-levels.

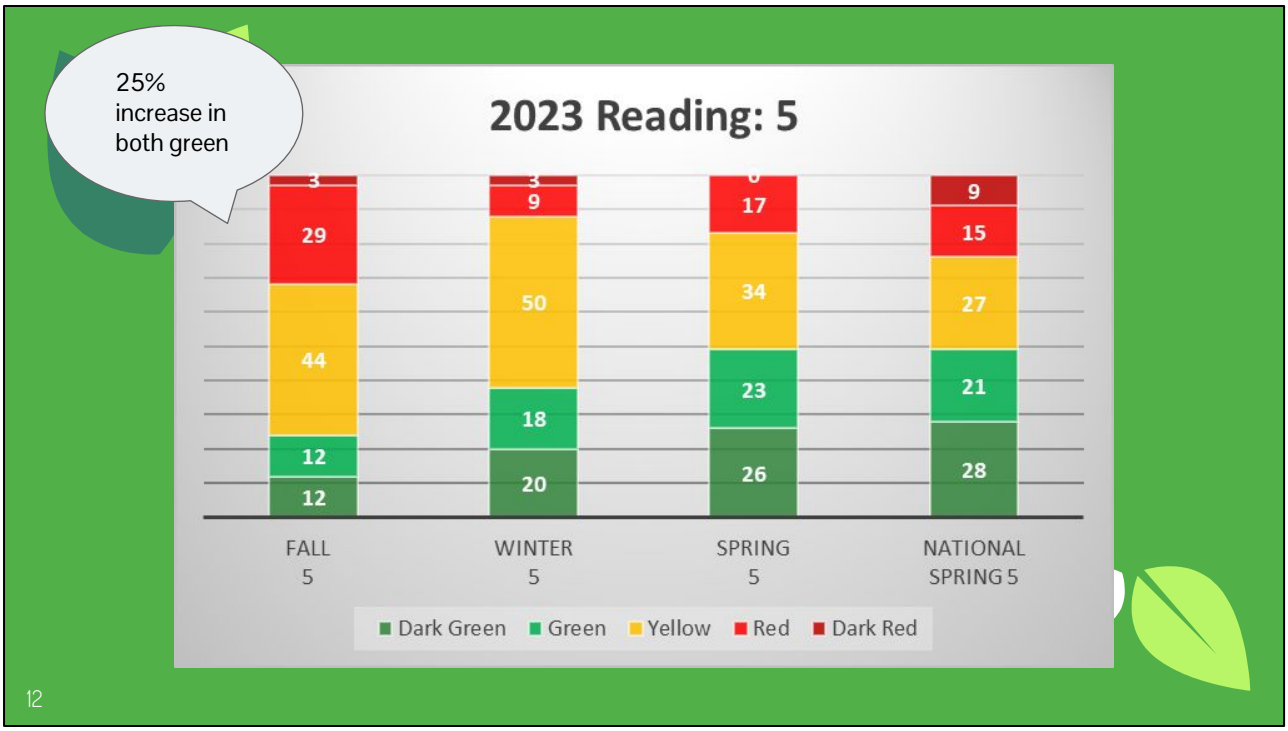
Teachers at FRES are providing interventions and small groups to support students in closing gaps. The hard work they are putting in is clearly paying off.

This is the same information on the previous graphs, but just smaller sections of information.

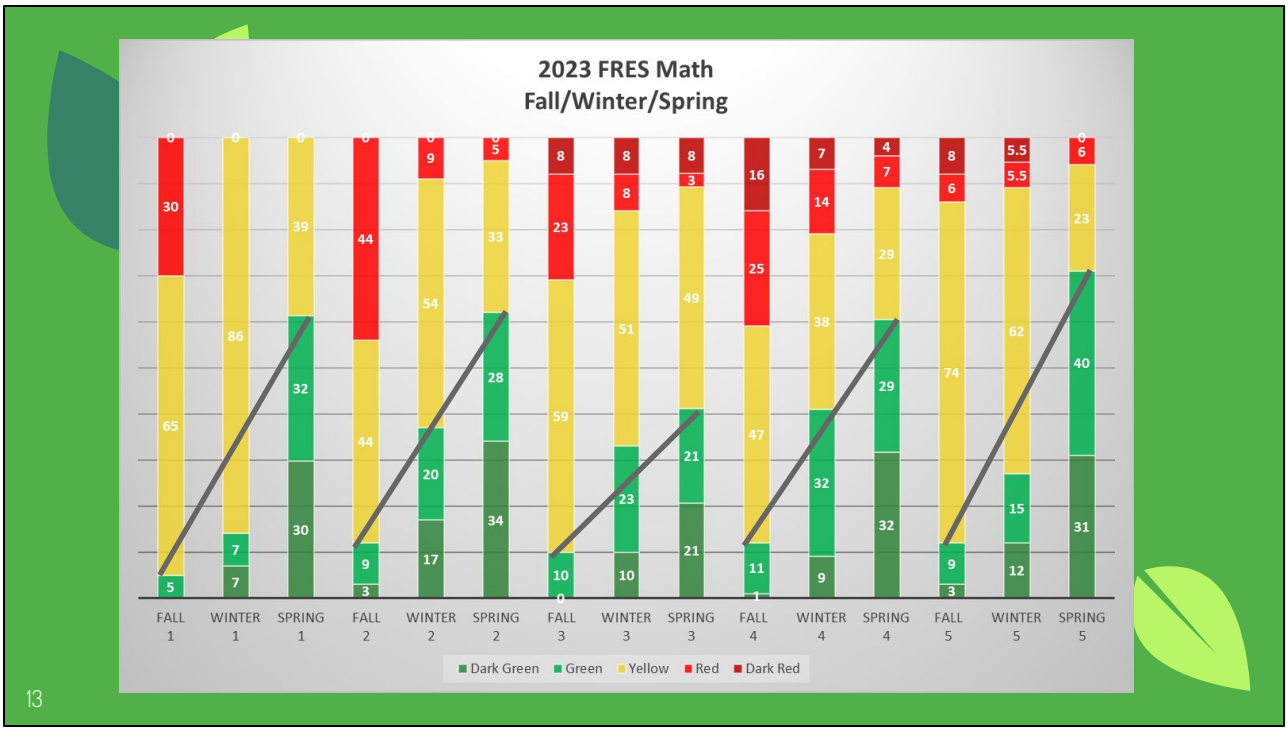
1- 61% of our 1st grade students are at or above grade level. Nationally, 63% of 1st grade students are at or above grade level.
2- 69% of our 2nd grade students are at or above grade level. Nationally, 63% of 2nd grade students are at or above grade level.



3 - 42% of our 3rd grade students are at or above grade level. Nationally, 69% of 3rd grade students are at or above grade level.
4 - 61% of our 4th grade students are at or above grade level. Nationally, 51% of 4th grade students are at or above grade level.



5 - 51% of our 5th grade students are at or above grade level. Nationally, 49% of 5th grade students are at or above grade level.



13

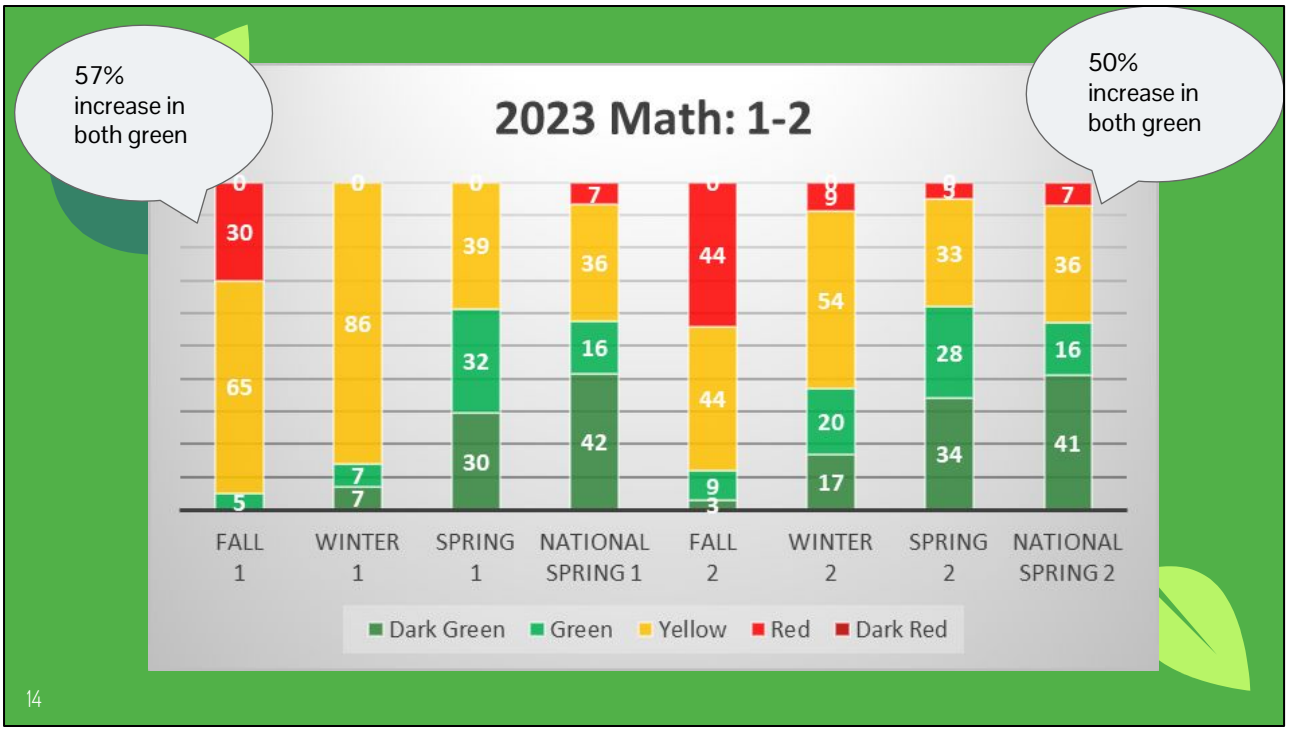
This graph mirrors the previous graph in many ways. The setup is the same where there are three columns for each grade level fall, winter, and spring respectively. As you can see there is clear growth throughout the grade-levels from the first assessment this school year, until now. At FRES, teachers have made it a priority to use the iReady MyPath personalized instruction throughout the year. This dedication can certainly be a contributing factor to the growth these students have made.

Again, you'll see growth towards our goal of moving students from the reds and yellow range to the green range.

Our math scores are improving not only due to the previously mentioned small groups, but additionally the teachers at FRES are utilizing MyPath in math for the recommended 30-49 minutes (as regularly as possible). This use of MyPath (instructional pathways) can also account for the change in these scores. Since January 1, the students at FRES have spent an average of 9 hours and 32 minutes with "time on task" on their MyPath for math. This averages to 29 minutes per week.

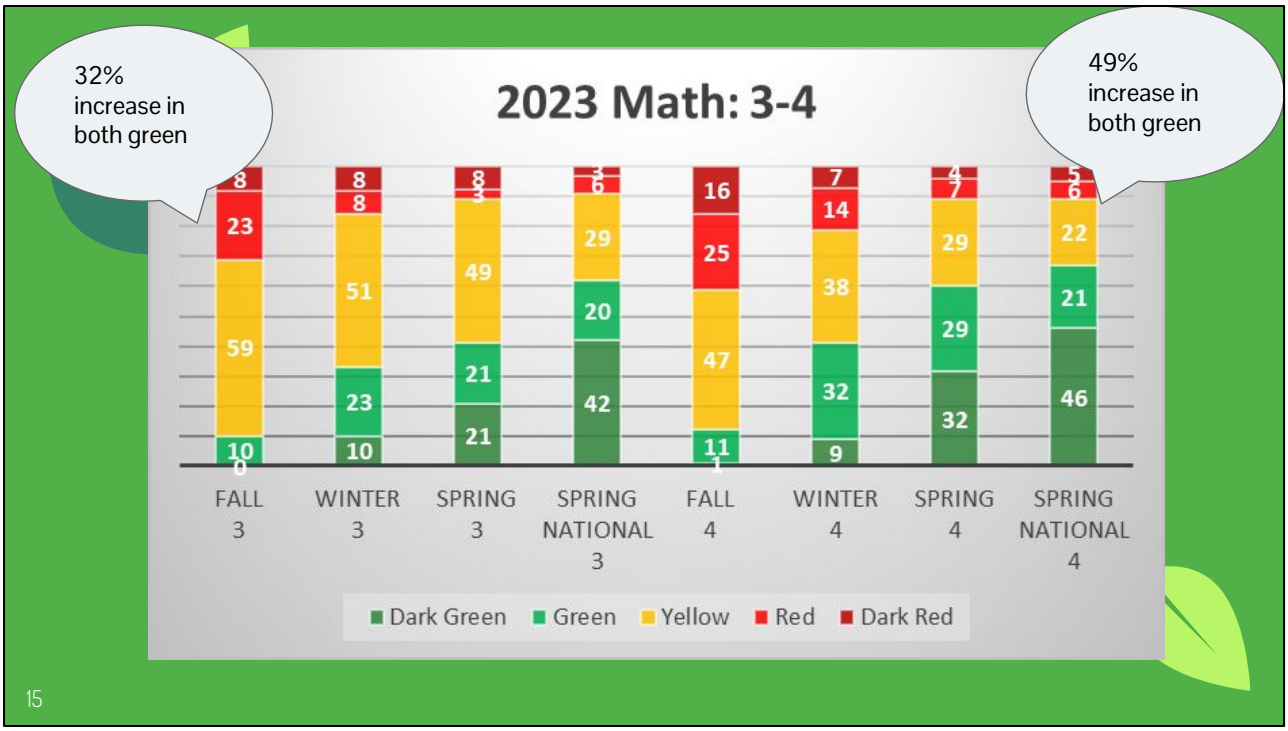
To be clear - most of the teachers are using MyPath (instructional pathways) in reading as well. With math being our area of focus with our district goal being set in math this year students are using MyPath in reading once they have completed the 30-49 minutes in math first.

Teachers are also using formative assessment to inform their instruction on a regular basis.

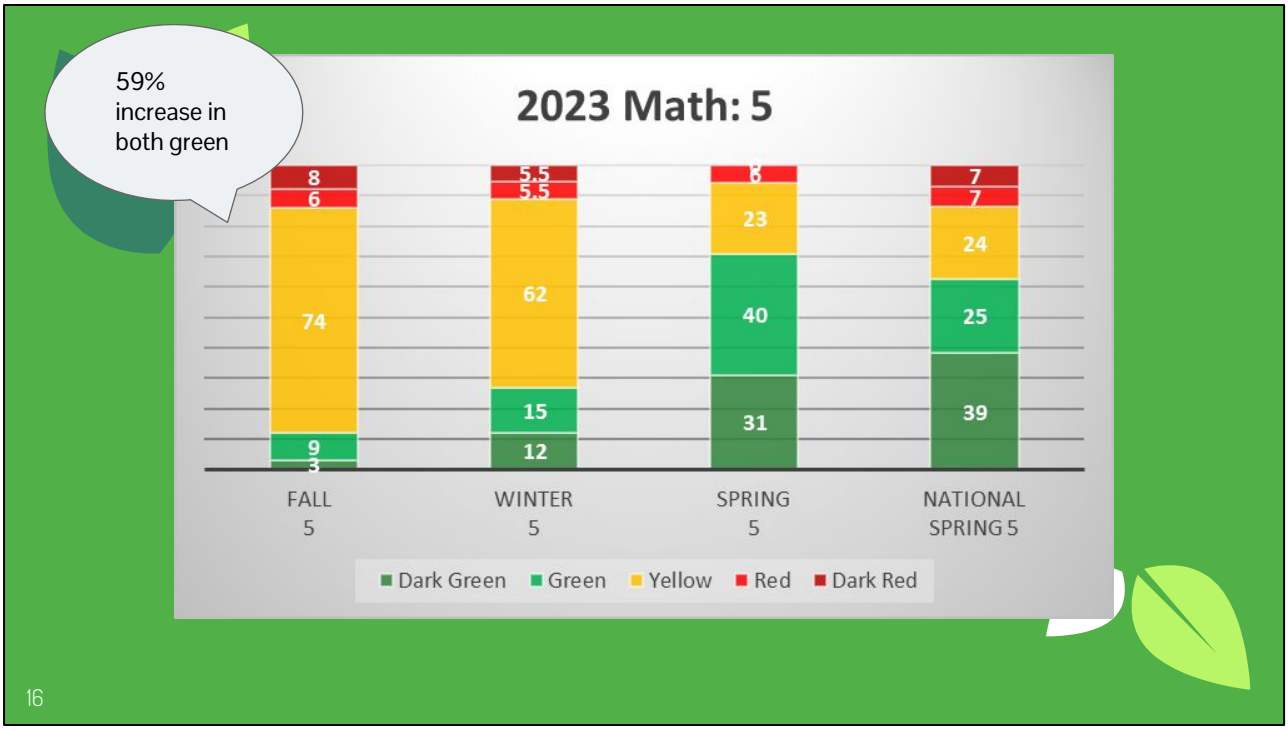


This is the same school data on the previous graphs, but just smaller sections of information. This now includes national data as well.

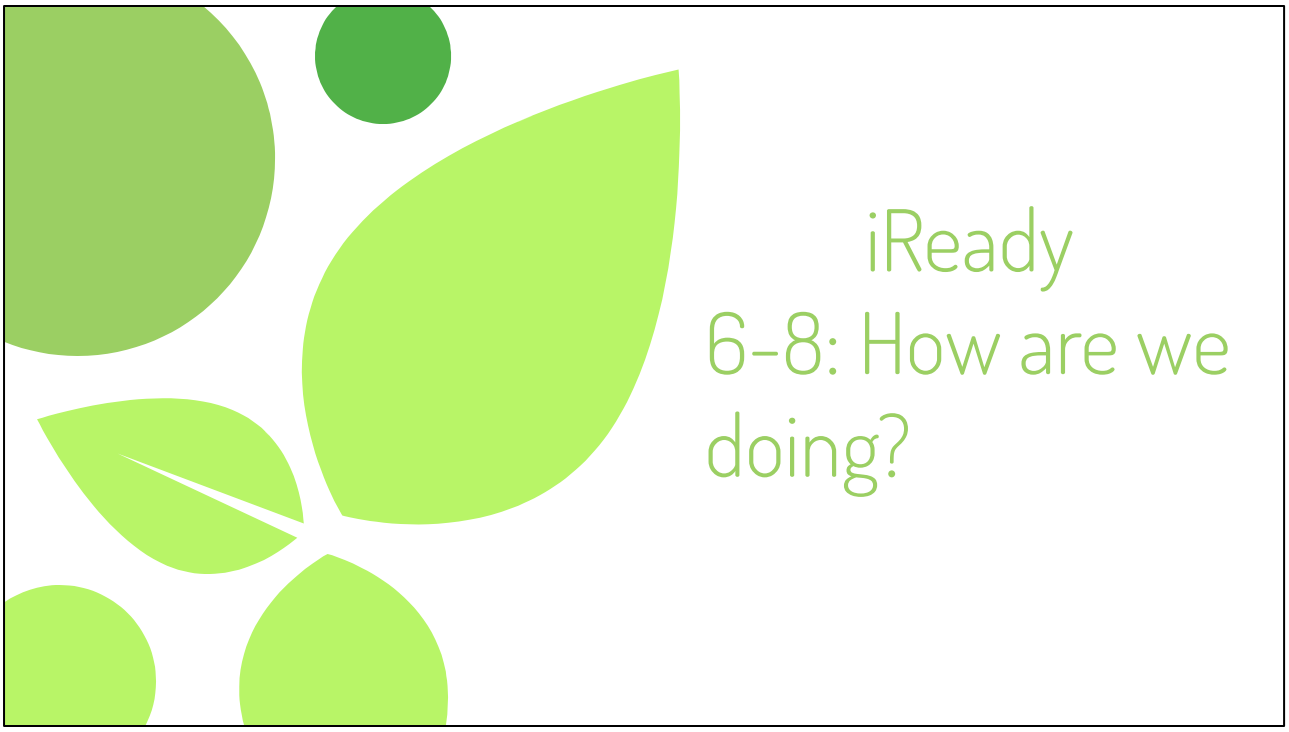
1- 62% of our 1st grade students are at or above grade level. Nationally, 58% of 1st grade students are at or above grade level.
2- 62% of our 2nd grade students are at or above grade level. Nationally, 57% of 2nd grade students are at or above grade level.

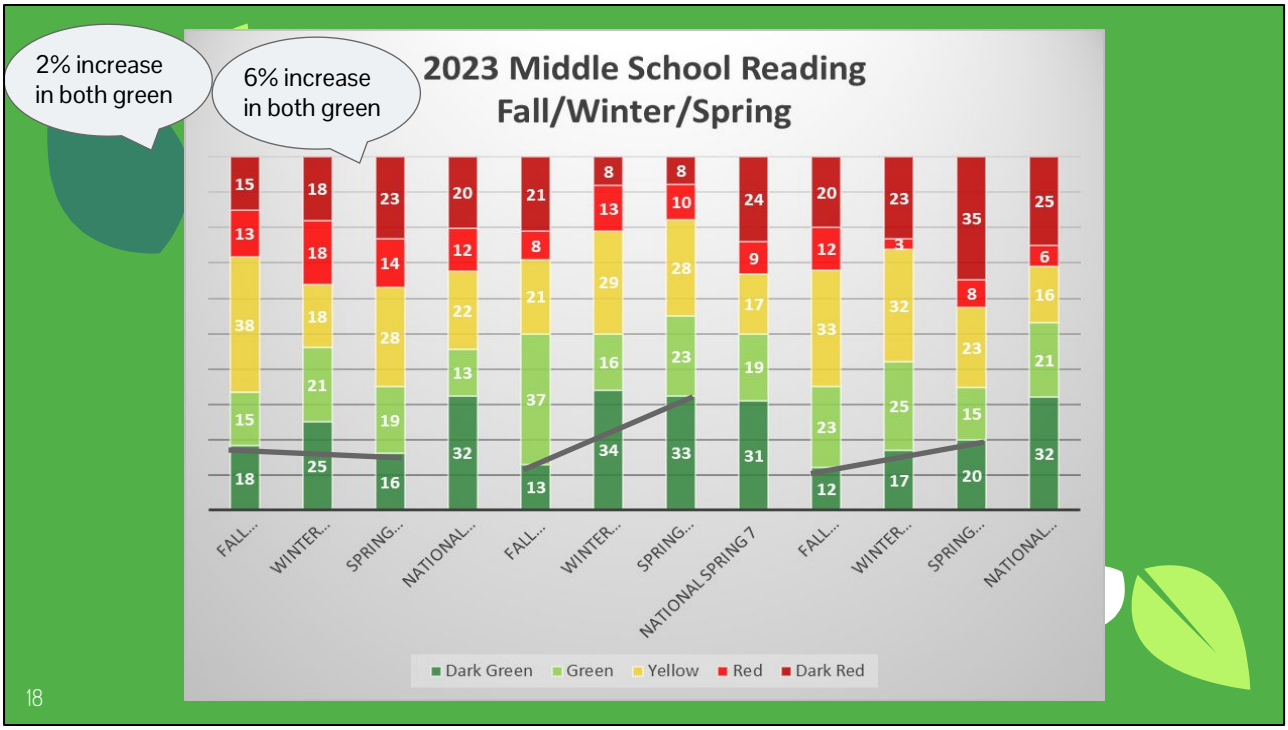


3 - 61% of our 3rd grade students are at or above grade level. Nationally, 62% of 3rd grade students are at or above grade level.
4 - 61% of our 4th grade students are at or above grade level. Nationally, 67% of 4th grade students are at or above grade level.



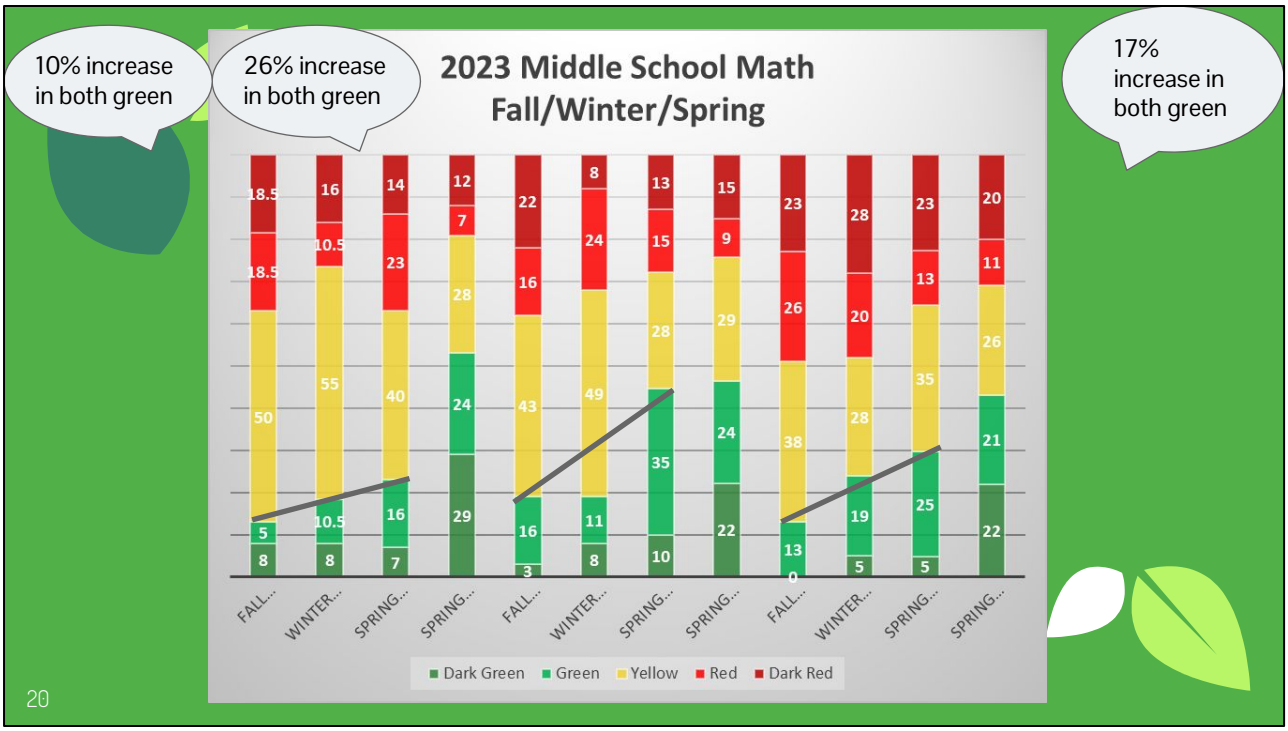
5 - 71% of our 5th grade students are at or above grade level. Nationally, 62% of 5th grade students are at or above grade level.


iReady
6-8: How are we doing?



The graphs for the middle school also remain consistent with three bars for each grade level. The bars represent the percentage of students who fell into each category in the fall, winter, and spring respectively. In 7th grade, you can see that the red is shrinking and the green is increasing.

6 - 35% of our 6th grade students are at or above grade level. Nationally, 45% of th grade students are at or above grade level.
7 - 56% of our 7th grade students are at or above grade level. Nationally, 50% of th grade students are at or above grade level.
8 - 35% of our 8th grade students are at or above grade level. Nationally, 53% of 8th grade students are at or above grade level.

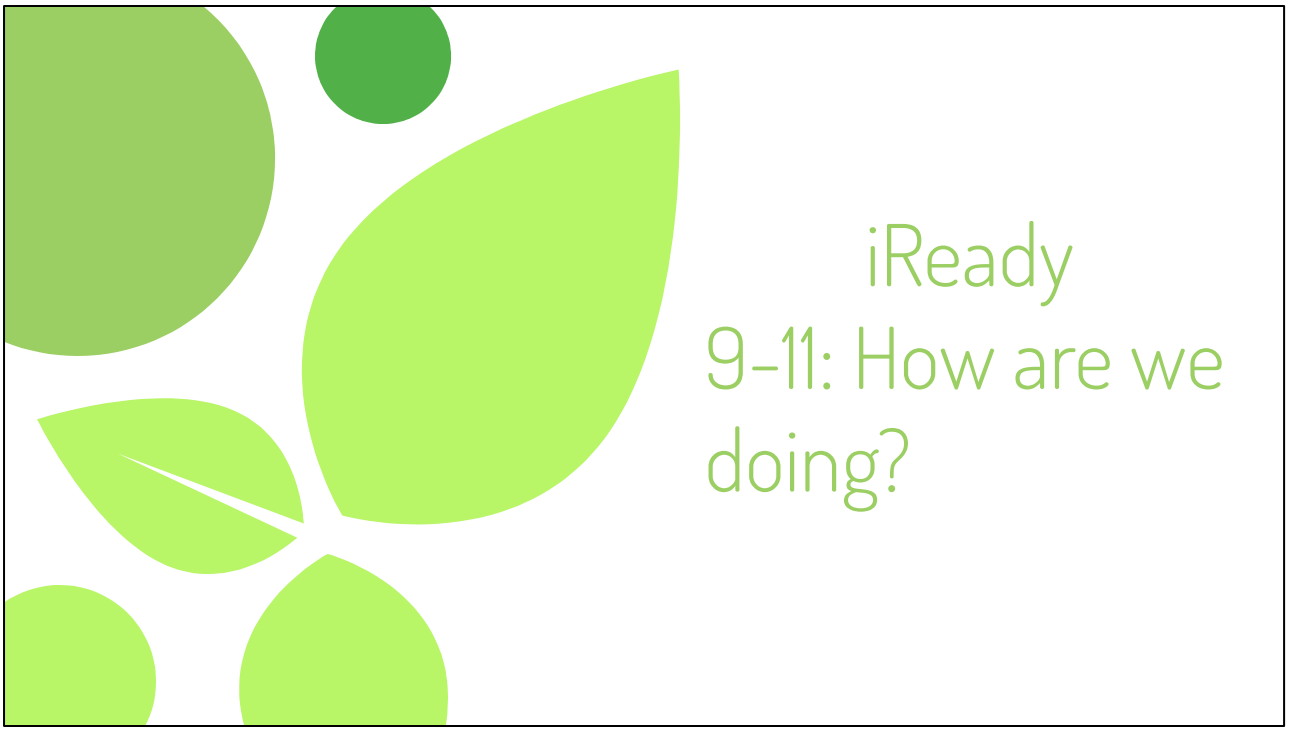


When reviewing the middle school math data, the percentage of students 2 or more grade levels below is shrinking, while the percentage of students at or above grade level is increasing. This growth can be attributed to the efforts of the middle school teachers in providing interventions to students who are struggling, while simultaneously providing advanced classes (students taking classes in different grade-levels) for those students who are showing they are exceeding expectations at their current grade-level. This middle school is also receiving Title 1 services this year to support students in specific domains (Numbers and Operations in Base 10, Geometry, etc.). The middle school has implemented using MyPath with all students for Math starting in January.

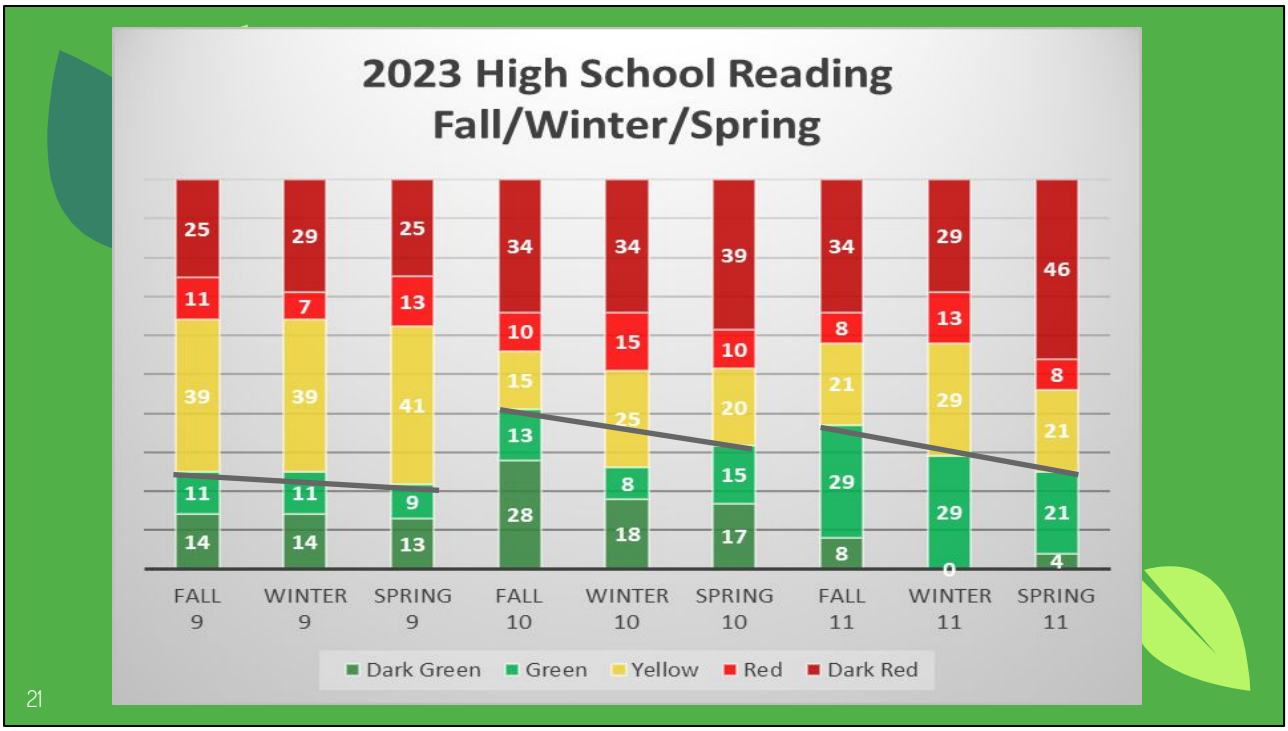
Since January 2, the middle school students have spent an average of 4 hours and 2 minutes “time on task” on their MyPath for math. This averages to 12 minutes per week. The 7th and 8th grade have continued to increase the percentage of students who are on or above grade-level and percentage of students who are scoring below grade level continues to shrink. These changes can be attributed to the teachers implementing the WIN block utilizing the MyPath personalized instruction, as well as the Title 1 services students who are below grade level may be eligible to receive. 8th more than doubled the percentage of students who scored at or above grade level.

6 - 23% of our 6th grade students are at or above grade level. Nationally, 37% of th grade students are at or above grade level.
7 - 45% of our 7th grade students are at or above grade level. Nationally, 46% of th grade students are at or above grade level.

8 - 30% of our 8th grade students are at or above grade level. Nationally, 43% of 8th grade students are at or above grade level.

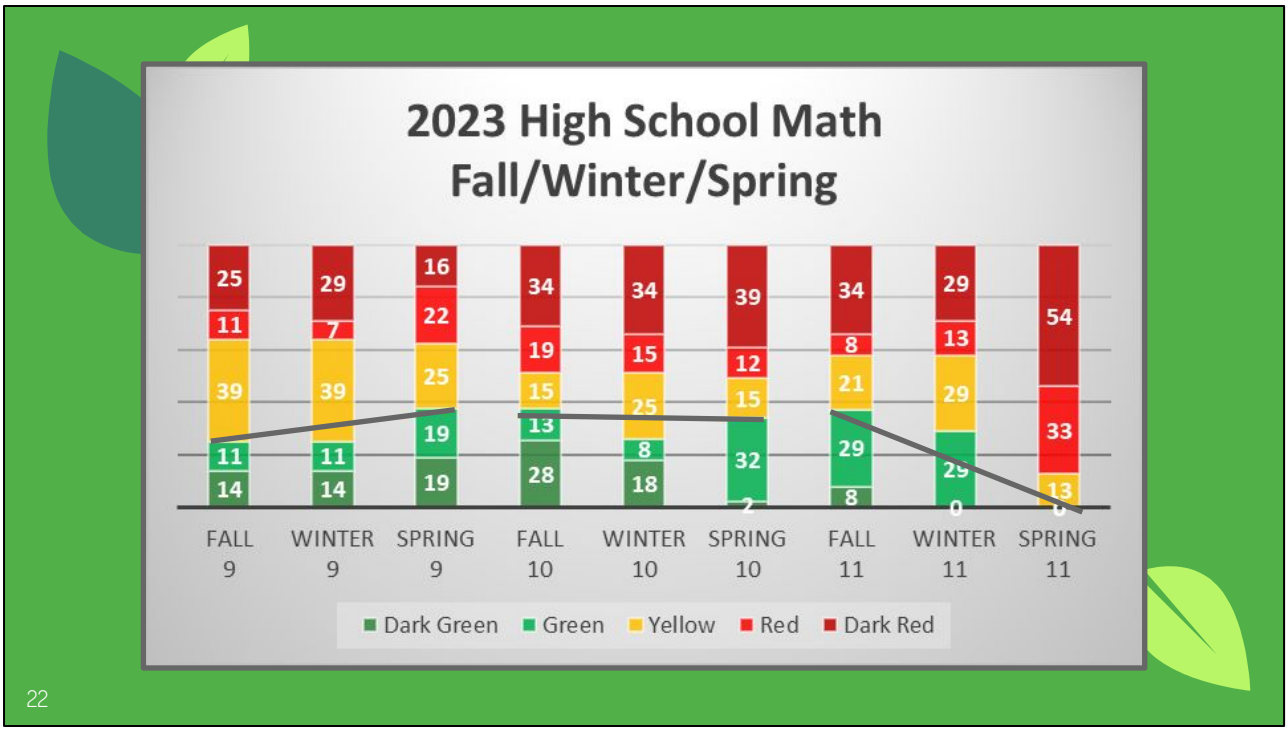


In January. the seniors were not included in the data because over 20% of the seniors did not test, whether excused by a parent, or they were absent during testing. With this many students not testing, it did not feel as though this would be an accurate representation of where our students are at. Therefore, we did not assess the seniors this round of testing.



High school graphs are set up in the same manner as the previous graphs. Overall, the high school students data consistently decreasing across any of the grade-levels. I have brought this information to the Curriculum Coordinator group I am a part of, as well as the Assistant Superintendent over in Milford. I asked if this was a common trend within their district-wide data. The response that I received was that this is a very typical situation to be in and that we are not alone in our data decreasing as students increase in academic years.

From these conversations, I did glean some information for some ideas for how to impact this data in a more constructive manner. The administrative team used this information to make plans for next school year.



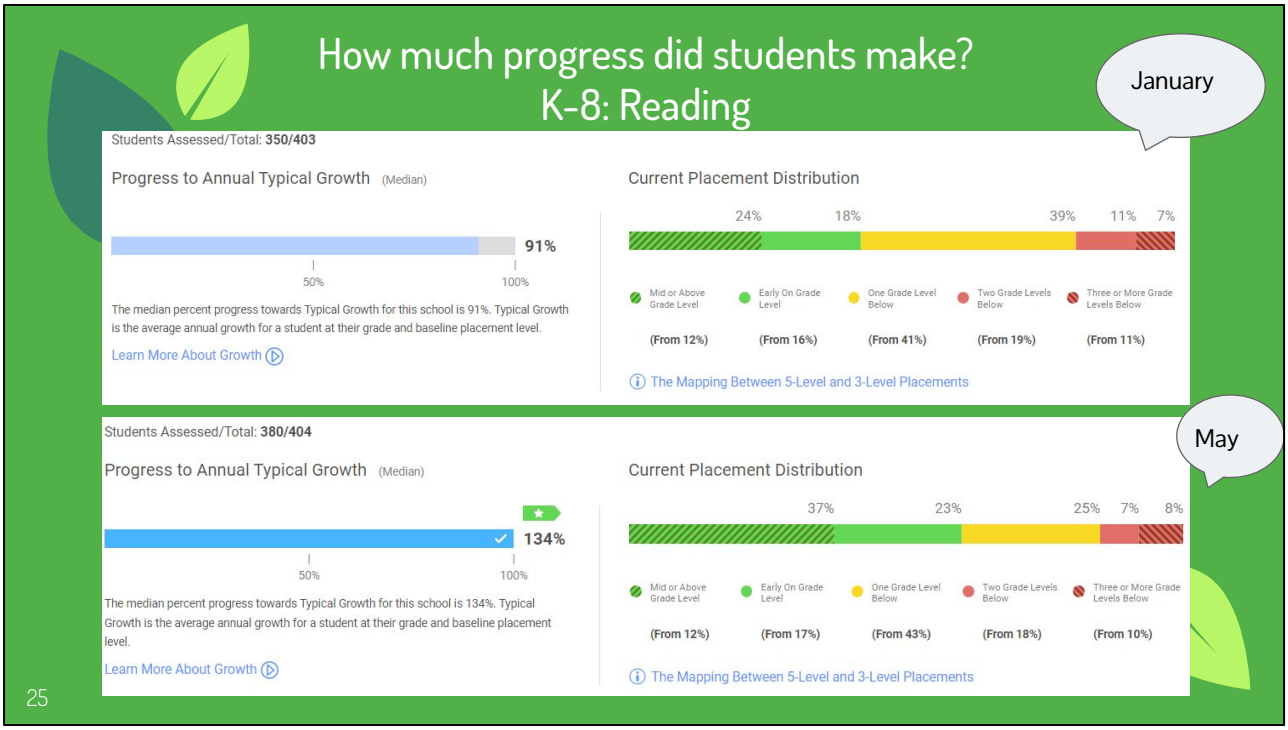
Beginning in January, we have utilized the “WIN” block with the high school students in grades 9-10. These students utilized the MyPath, personalized instruction once a week for 45 minutes during their advisory block. As you can see, freshman have increased from 25 percent students at or above grade-level to 38% of students at or above grade level. Since January 1, the high school students in grades 9 and 10 have spent an average of 2 hours and 31 minutes with “time on task” on their MyPath for math. This is an average of 7 minutes per week.

Tell me more about Annual Growth Goals and Stretch Growth Goals...

What are these goals?

Annual Goal: The goal for a student based on their baseline score in the fall. This goal is set by what is “typical” based on nationally normed data.

Stretch Growth Goal: This goal is an ambitious goal based on the baseline score in the fall. This goal is intended to support the student in getting closer to grade-level expectations.

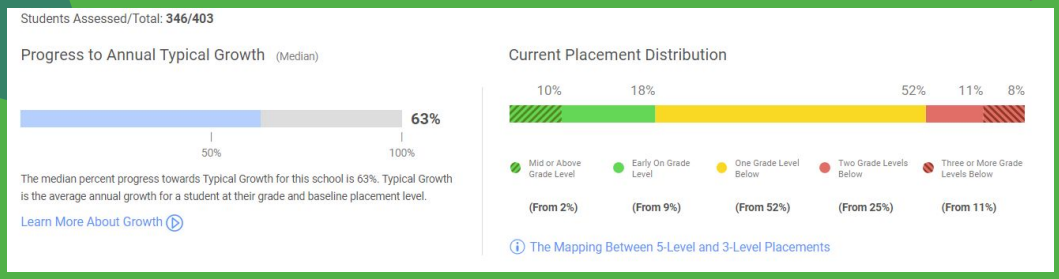


These two graphs give us an overall view of how much growth our students in grades 1-8 have made at this point in the year. If you line up all of the students in grades 1-8 the student in the middle has made 134% of the growth toward their annual goal. At this point in the year we would expect this number to be at about 100% because we have almost completed the school year. This is a tremendous amount of growth in reading grades 1-8.

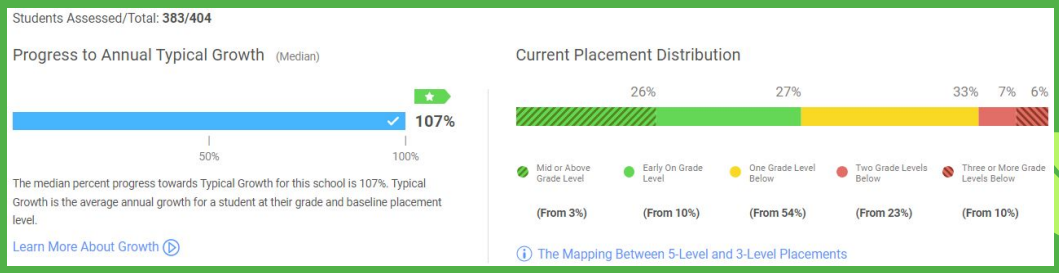
The graph on the right shows how many of our students overall are scoring within those same ranges (above, on, one year below, and two or more years below grade-level) and what our percentages looked like at the beginning of the year. Our students that are middle of the year or above grade-level has doubled in reading.

How much progress are students making?
K-8: Math

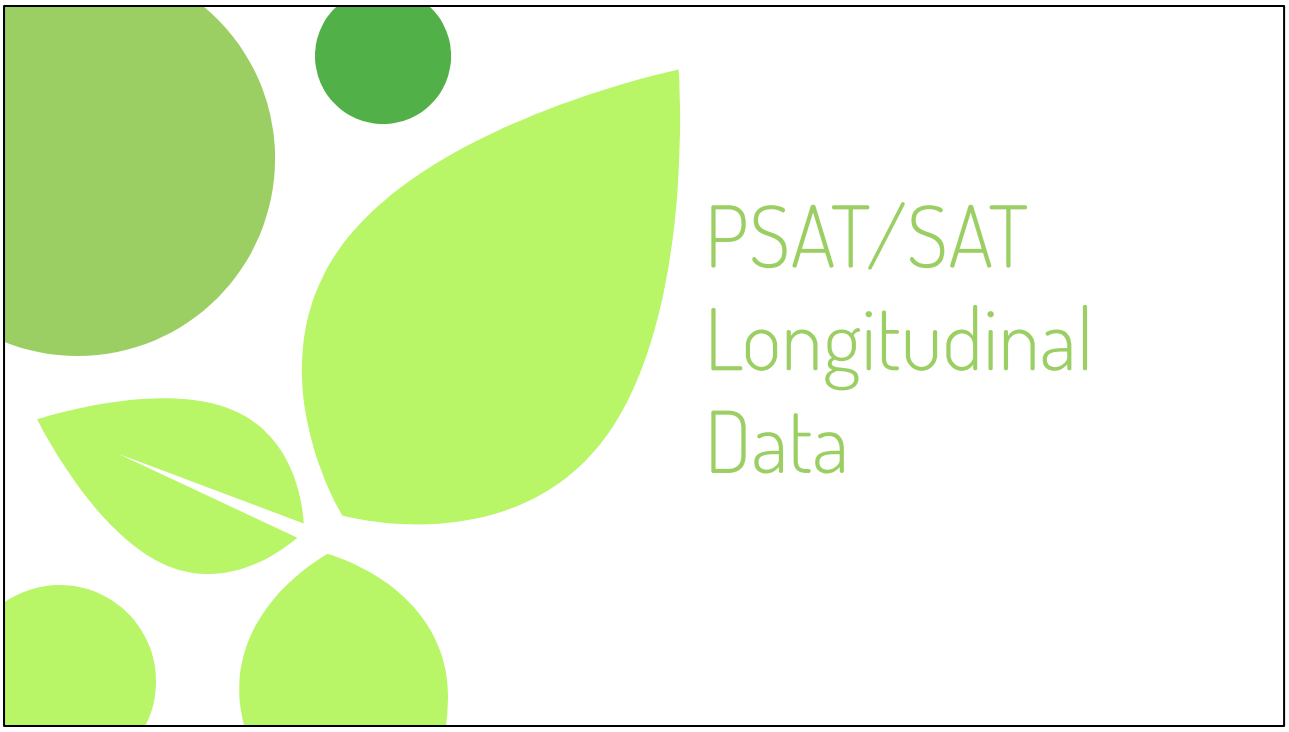
January



May



These two graphs give us an overall view of how much growth our students in grades 1-8 have made at this point in the year. If you line up all of the students in grades 1-8 the student in the middle has made 107% of the growth toward their annual goal. At this point in the year we would expect this number to be at about 100% because we have just about completed the school year.


PSAT/SAT
Longitudinal
Data

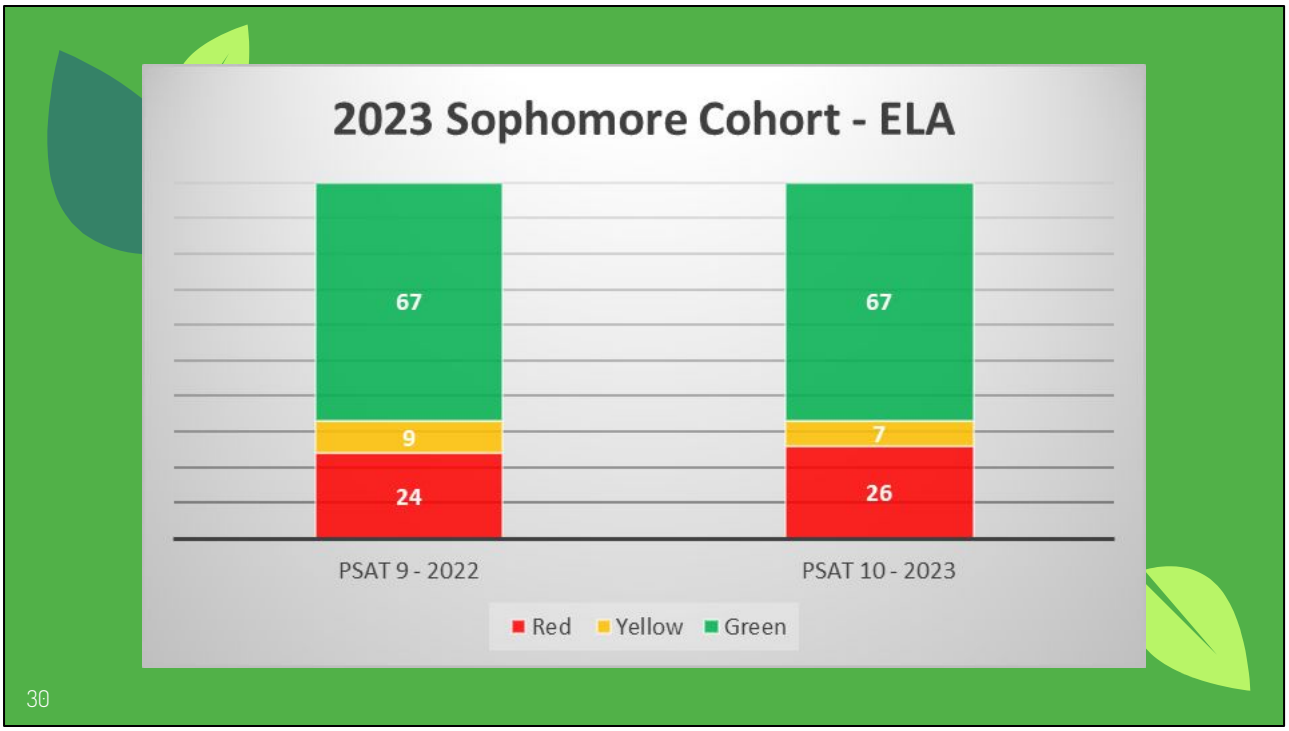
PSAT/SAT Timeline

- PSAT 9 - Taken annually in March
- PSAT 10 - Taken annually in March
- PSAT 10/NMSQT - Taken annually in October
- SAT - Taken annually in March

More Colors?

- Red indicates the score is below benchmark by more than one year's academic growth.
- Yellow indicates the score is within one year's academic growth.
- Green indicates the score meets or exceeds benchmark.

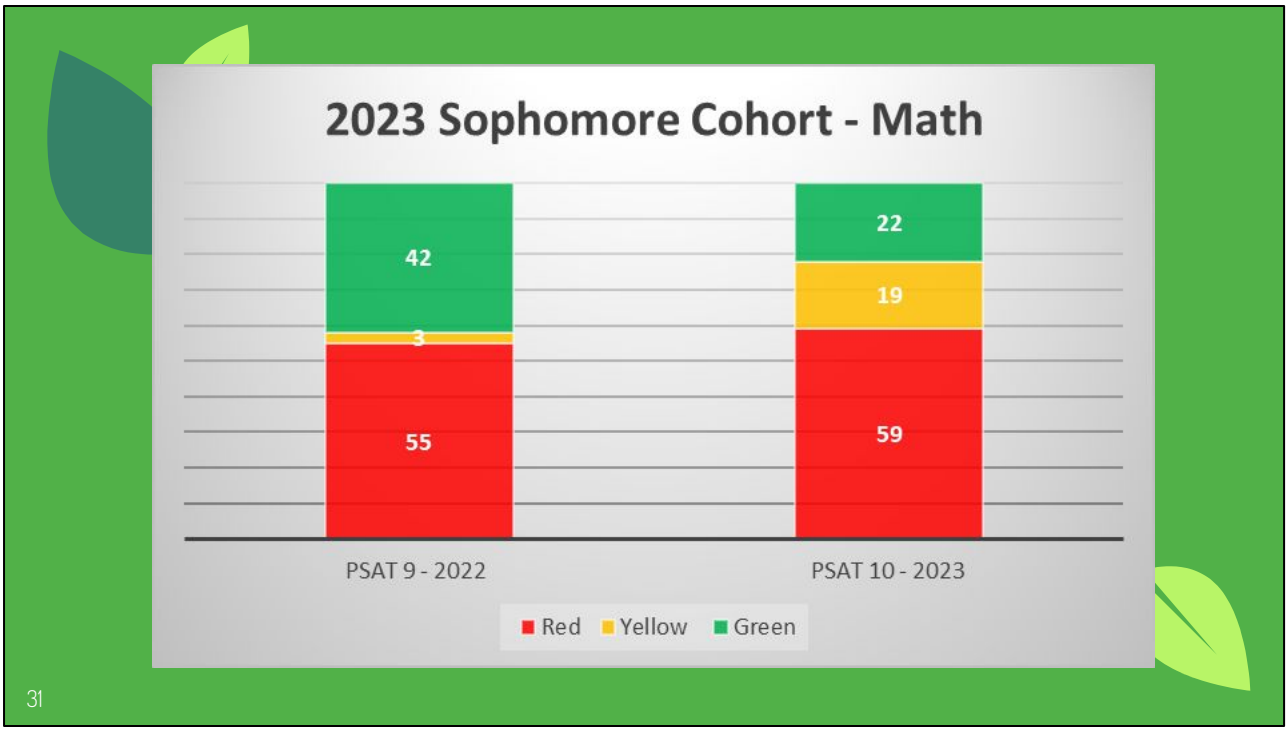
We have included the longitudinal data for Sophomores and Juniors so we can compare how these groups of students have done over time.



There are 26 students who were tested as freshman also tested as sophomores, this is 63% of the class. So while this is consistently the same grade, the students are drastically different. There were 6 of the consistent 26 students who were on benchmark in 9th grade assessment were also on benchmark in the 10th grade assessment. The groups of students are not identical due to different reasons students did or did not take the tests. The biggest factor is attendance.

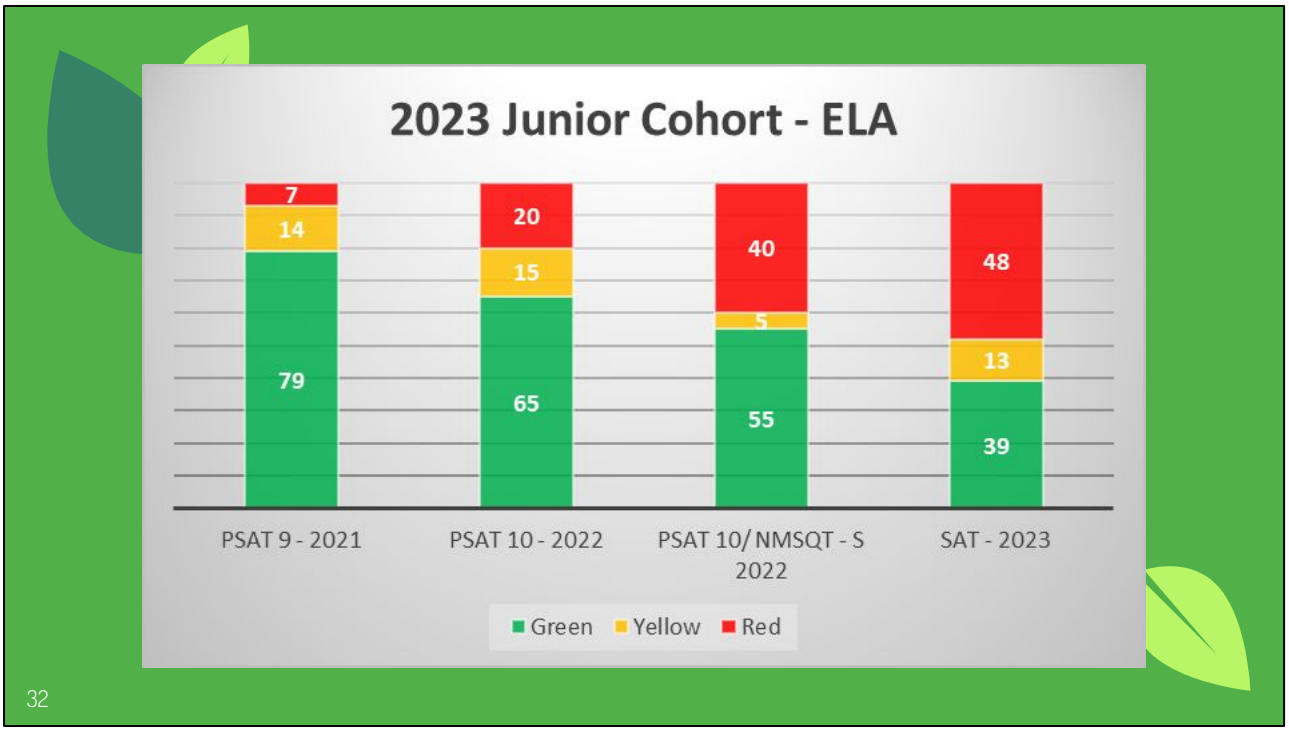
PSAT 9:
Red - 120-380
Yellow - 390-400
Green - 410-720

PSAT 10
Red - 160-400
Yellow - 410-420
Green - 430-760



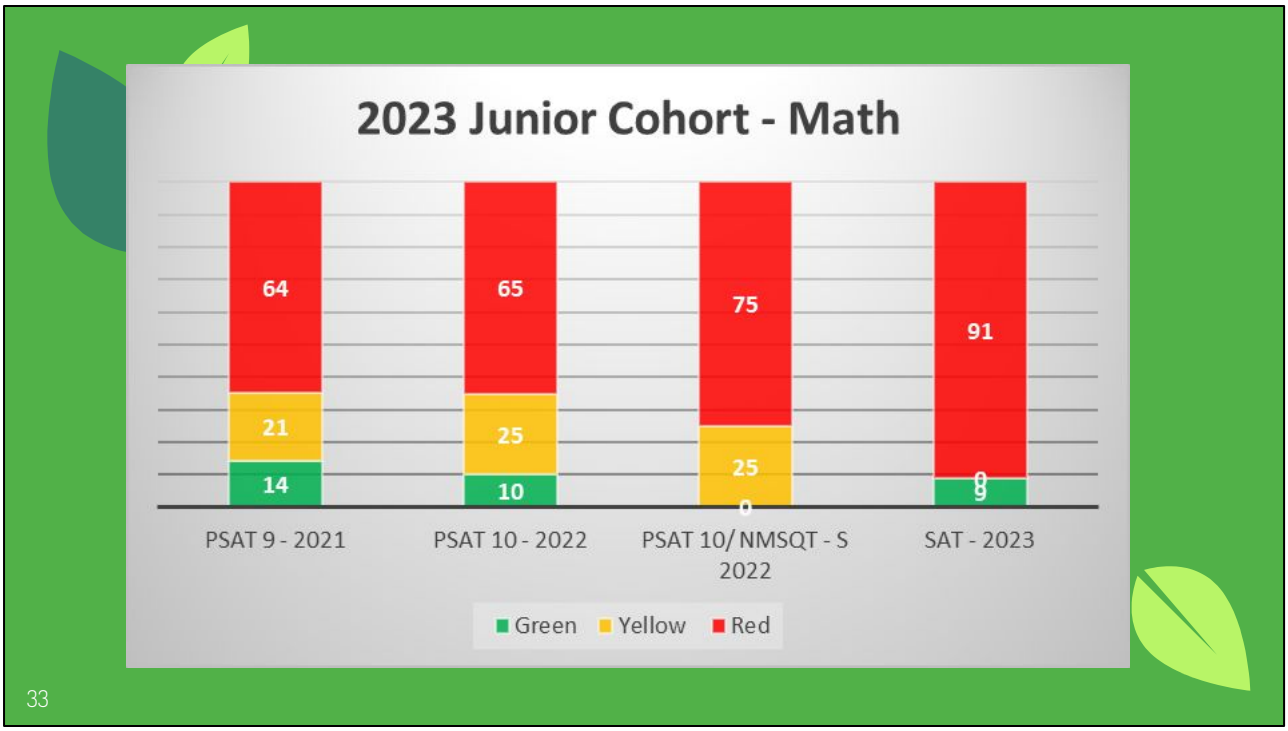
PSAT 9:
Red - 120-420
Yellow - 430-440
Green - 450-720

PSAT 10
Red - 160-440
Yellow - 450-470
Green - 480-760



PSAT 10/NMSQT
Red - 160-450
Yellow - 460-470
Green - 480-800

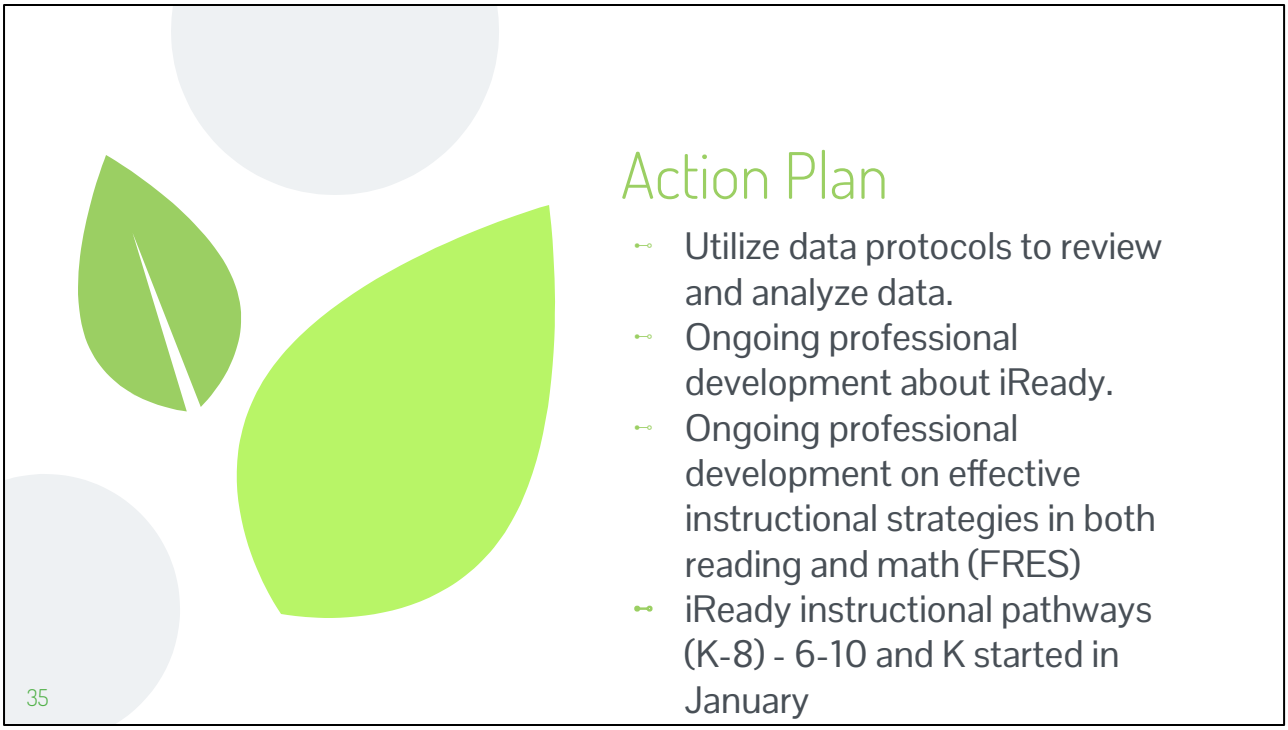
SAT:
Red - 200-450
Yellow - 460-470
Green - 480-800



PSAT 10/NMSQT:
Red - 160-470
Yellow - 480-500
Green - 510-760

SAT:
Red - 200-500
Yellow - 510-520
Green - 530-800

What have we
done this year?



We also provided Title 1 tutoring in math at the middle school - something that is new to middle school this year.
FRES has continued to provide Title 1 tutoring services in both reading and math.

WIN Block - to be discussed later

Action Plan Continued

- Developed plans for students
- Participate in data meetings
- Integrating math and ELA into other content areas when possible
- Developed domain specific goals
- Met in PLCs and department meetings to analyze data

Now What?

Now What? - District Wide

- WIN Block - K-12
- Utilize Instructional Pathways to personalize instruction (K-8)
- Weekly PLC/IMPACT meetings:
  - Utilize data from iReady and other assessment tools to inform instruction.
  - Use data to reflect on instructional impact

WIN Block - All students K-12 will be working in a WIN block to receive small group instruction, and use the MyPath instructional pathways. Students who are scoring below 8th grade in 9th and 10th are also using instructional pathways.

Now What? - District Wide

- Professional Development around iReady and Math instructional Practices
- Streamlined evaluation process to focus on effective teaching practices
- Data Meetings 3 times a year
- Transition Meetings between the buildings (K-12 teams)
- Continue to develop and vet curriculum
- Math Professional Development:
  - NHLI
  - Solution Tree
- Target our interventions in numbers and operations and vocabulary

39

FRES provided after school tutoring for students based on conversations at Data meetings where iReady data was triangulated with classroom data, as well as other school-level assessments. The data drove the conversations and supported teachers in making informed decisions about who still required intervention above and beyond what they are already receiving during the school day in order to make progress.

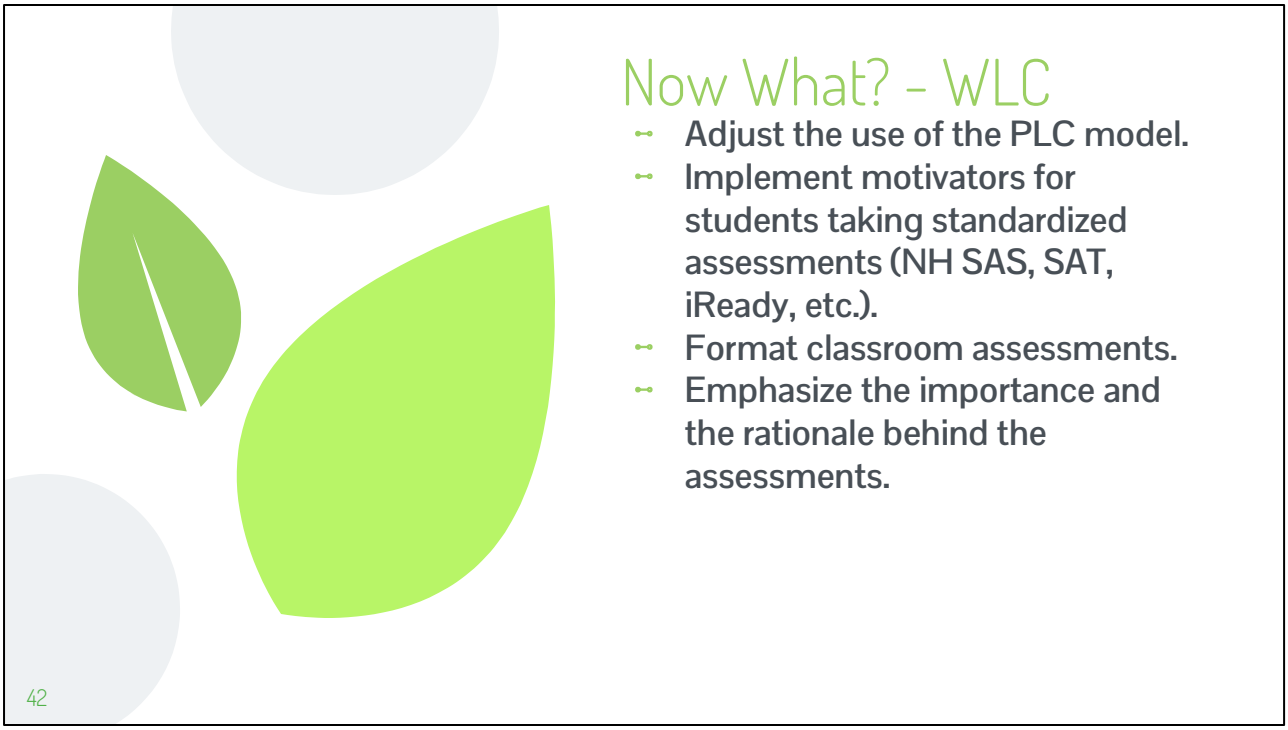
WIN Block - Students who are scoring below 8th grade in 9th and 10th are also using instructional pathways.
9th/10th on or above PSAT/SAT prep

Now What? - FRES/LCS

- Sending and Receiving Teachers Met as Data Teams
- Summer Academy Based on Data Team Discussion
- Kindergarten screener and Pre-K teacher input utilized to inform class placement
- Professional Development in the Science of Reading
- Curate accelerated learner programming

Now What? - WLC

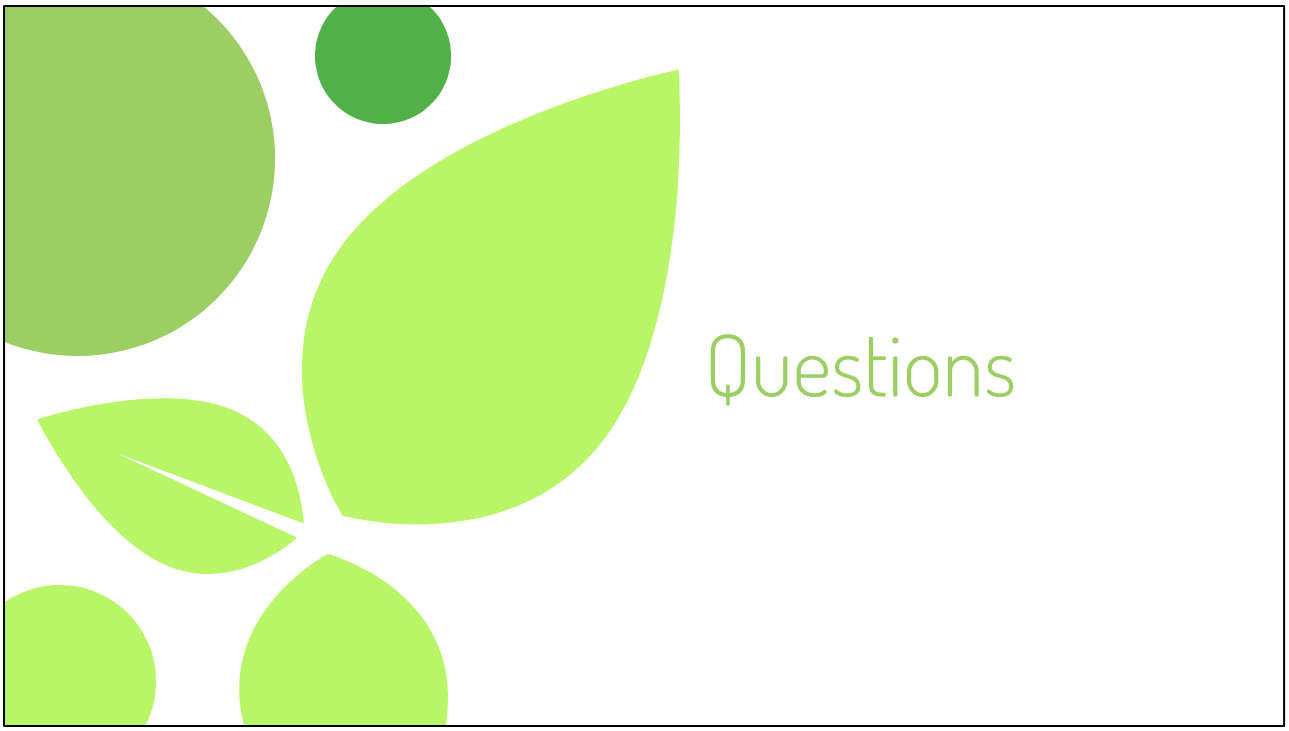
- Moving the Personal Finance Elective to a Required Course
- Incorporating more high-stake assessments into the curriculum (ie midterm and final exams)
- Continue offering an advanced placement math course in 7th and 8th grade
- Continue After School Homework Club
- Continue work on interdisciplinary curriculum
- Continue PSAT and SAT prep into curriculum and WIN



The master schedule has been adjusted to accommodate math and ELA teachers being grouped. We are going to rearrange the way that PLCs are structured. The PLCs are currently meeting twice a week, and we are going to change that so the math team will meet more frequently at the beginning of the school year, and then switch to another group for the following quarter. We will frontload the PLCs with the math teachers.

Format classroom assessments to that they mirror the type of assessments that they will be taking (NH SAS, PSAT, SAT).

These Now What steps will become our action items next year. These will be on our data presentation slides so we can track our progress towards meeting those goals.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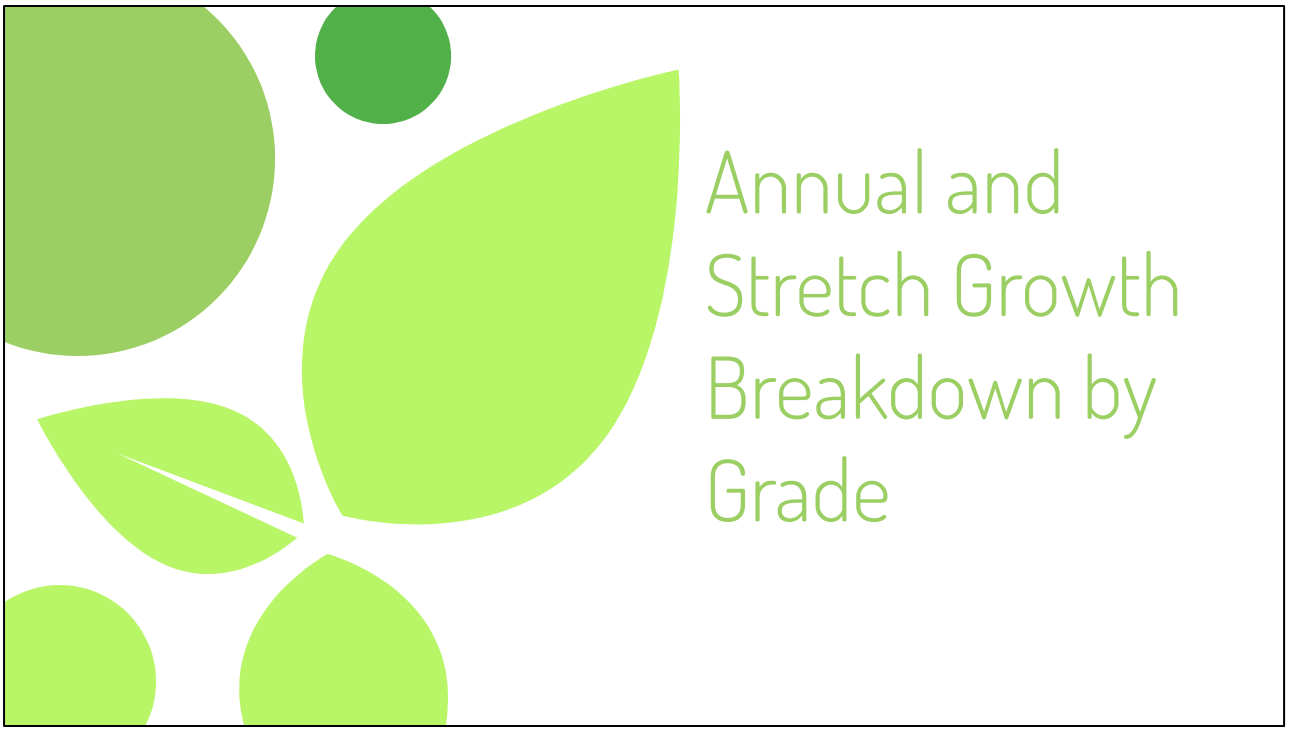
Annual and
Stretch Growth
Breakdown by
Grade

How much progress are students making?
Kindergarten: Reading

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	53%	20%	36%	5%	60%	40/41

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	87%	45%	66%	23%	80%	40/41

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. You can see that across the board, students in grades 1-5 are making significant progress towards their both their annual growth goal and their stretch growth goal.

How much progress are students making?
1-5: Reading

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	66%	27%	49%	11%	39%	44/44
Grade 2	113%	60%	74%	23%	65%	60/60
Grade 3	88%	46%	51%	13%	46%	39/40
Grade 4	92%	46%	50%	27%	46%	56/57
Grade 5	107%	56%	54%	26%	50%	34/36

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	148%	86%	103%	53%	74%	43/44
Grade 2	175%	85%	111%	58%	87%	60/61
Grade 3	151%	82%	90%	45%	82%	38/39
Grade 4	155%	67%	83%	40%	67%	55/56
Grade 5	194%	73%	97%	48%	70%	33/37

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. You can see that across the board, students in grades 1-5 are making significant progress towards their both their annual growth goal and their stretch growth goal.

How much progress are students making?
1-5: Math

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	76%	28%	58%	9%	44%	43/44
Grade 2	83%	36%	54%	15%	64%	59/60
Grade 3	44%	15%	32%	5%	41%	39/40
Grade 4	61%	26%	38%	5%	65%	57/57
Grade 5	59%	24%	34%	0%	29%	34/36

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	117%	65%	89%	40%	84%	43/44
Grade 2	134%	75%	90%	40%	83%	60/61
Grade 3	65%	33%	46%	8%	56%	39/39
Grade 4	109%	63%	73%	30%	86%	56/56
Grade 5	159%	76%	87%	35%	79%	34/37

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level.

How much progress are students making?
6-8: Reading

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	57%	49%	21%	18%	41%	39/43
Grade 7	94%	50%	33%	16%	45%	38/42
Grade 8	36%	40%	13%	8%	33%	40/42

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	21%	36%	8%	5%	31%	39/43
Grade 7	88%	46%	30%	15%	51%	39/41
Grade 8	0%	31%	0%	8%	19%	36/42

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. You can see that all grade-levels are making good progress toward their growth goal.

How much progress are students making?
6-8: Math

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	38%	18%	18%	5%	26%	38/43
Grade 7	77%	41%	40%	11%	30%	37/42
Grade 8	50%	40%	22%	5%	33%	40/42

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	38%	34%	18%	11%	42%	38/43
Grade 7	100%	51%	52%	18%	49%	39/41
Grade 8	78%	41%	32%	22%	49%	37/42

49

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. Again, the progress students are making towards these goals are strong, with ⅔ grade levels at or above the 50% mark.

FlySense®

THE LEADING SOLUTION FOR REAL-TIME VAPING DETECTION

Introducing FlySense®, the real-time vaping, elevated sound incident detection solution that gives you control of areas where you cannot place a camera or microphone.

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Ronkonkoma, NY 11779
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info@sotertechnologies.com
www.sotertechnologies.com

FlySense® is a registered trademark of Soter Technologies, LLC. FlySense® vape detector is protected by granted and pending patents and design registrations: www.sotertechnologies.com/patents

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Take control

The key to improving life safety and security in schools is through automated situational awareness. FlySense® is a cutting-edge, turnkey solution for detecting vaping and bullying — particularly in school bathrooms and locker rooms. The solution is comprised of an array of multi-sensor devices connected to a cloud-based platform.

Detect
Vape, Smoke, Elevated Sound Incidents, and Device Tampering.

Instant Alert Notifications
Alert the designated school official when vaping, elevated sound or device tampering is detected via email or text.

FlySense® Dashboard
Control your sensors through a computer or on a smartphone with our mobile version.

How it works

When a sensor detects chemicals from vaping or sound anomalies that suggest bullying / violence, it sends an immediate, location-specific notification to the computers or mobile devices of one or more designated school officials.

Device Tampering
An audible signal will sound when someone or something else is within the proximity sensor range. Both the proximity range and buzzer volume can be adjusted in the FlySense® Portal.

Detect. Educate. Deter.

FlySense® provides environmental intelligence that allows a possible dangerous or harmful situation to be addressed in a timely and effective manner — thus averting potential disaster.

Through the FlySense® Dashboard, accessible through a computer or phone with our mobile version, it is possible to obtain analytical reports to determine which locations and time of day experience the most activity to help schools align operations and react accordingly.

Benefits

Easy installation and set-up. Mount FlySense® on to the ceiling with two screws.

Successfully identify, analyze, manage incidents on school grounds with customizable, real-time SMS and email alert notifications.

Increased situational awareness and deterrence of harmful and dangerous behavior.

Risk mitigation, reduction in the staffing burden for designated coverage areas, and increased efficiency through coordination of resources.

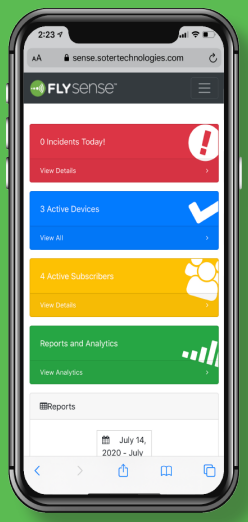
Support state laws and compliances.

Zero invasion of student privacy.

SS-FS286

COMPONENTS
FlySense® Device

Administrator Mobile Access



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FlySense® is a registered trademark of Soter Technologies, LLC. FlySense® vape detector is protected by granted and pending patents and design registrations: www.sotertechnologies.com/patents

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Features

Incident Detection
Smart sensor array detects vaping signatures®, sound anomalies associated with bullying / fighting, or device tampering in real time, 24/7.

Alert Notifications
Zero-delay, location-specific alert notifications on vape and sound incidents sent by SMS or email to designated school officials.

Solution Management
Easy to use administrator web portal for schools teams to manage devices, customize subscriber schedules and view alerts.

Performance Optimization
30-day, categorized alert history allows devices to learn environments, reduce false positives, and optimize performance.

Insights & Analytics
Real-time sensor data and analytical reports help to determine which locations and time of day experience the most activity.

Power Options
Options to power devices via Power-over-Ethernet (PoE) or external input power with Wi-Fi capability.

Specifications

Physical Characteristics	
Dimensions	4.75" W x 6.56" L x 2.20" H
Weight	9.0 oz.
Housing Material	ABS Plastic

Connectivity
Ethernet data connectivity via built-in RJ-45 connector and 802.3af interface
802.11b/g/n/ac Wi-Fi supporting 2.4/5 GHz frequency band

Warranty
1-year limited hardware warranty covers defects in workmanship and materials

Environment	
Operating Temp.	55° to 95°F (12.8° to 35°C)
Coverage Area	10' x 10' x 9'

Sensors	
Vape	Temperature
Sound	Humidity
Proximity	

Event Indicators
RGB LED Alert Indicator

Input Power
Built-in 802.3af compliant PoE (over Cat 5e or 6 cable)
External power via 24V 0.5A AC/DC transformer with 5.5mm x 2.1mm DC connector

MOST FREQUENTLY ASKED QUESTIONS / FLYSENSE VAPE DETECTOR

1. **What is the typical coverage area for vaping?** In general, each FS286 will cover a 10' x 10' area.
2. **What are the factors that will impact vaping detection?** Bathroom layout, room ventilation, air flow, and location of the device are key factors. Detection is going to be degraded when vaping is done close to open windows or active ventilation such as exhaust fans. An HVAC system could impact the ability to properly detect vape. Also, if they are aware of the detector, some individuals may use counter-measures to avoid system detection - such as exhaling vape inside a jacket or coat.
3. **How is the FS286 powered if the school does not have a network switch that supports PoE+?** If input power is not injected into the cable by the on-premise network switch, you need to use a PoE+ injector. Alternatively, you may power the device with external power via AC-DC transformer.
4. **How many units are required per typical bathroom?** Our starter recommendation is two (2) FS286 devices per bathroom for vape detection. Our engineering team is available to perform an assessment to determine if more devices are required. This feedback will be based on the structure of the space, air flow, and room ventilation, as well as the results of live testing. In bathrooms with multiple sinks, multiple stalls, and perhaps multiple urinals, one of the devices should be located directly over the stalls, with the other typically located by the sinks.
5. **What type of data cables should be used?** The same data cables typically used for network hub or switch connectivity. That is, standard CAT5 (Category 5) or CAT6 unshielded twisted pair (UTP) cable.
6. **What communication ports or resources need to be available for the units to operate?** Network administrators should be aware that the units securely send data via the following ports that are assigned at time of install.
7. **What exactly happens when a vaping or elevated sound alert is triggered?** When a sensor detects sound decibel level anomalies or chemicals from vaping, it sends an immediate, location-specific notification to the devices of designated school officials. This means text messages to one or many folks at the same time.
8. **Does the FS286 incorporate a camera or microphone?** No, it does not. This allows the FS286 to be effectively deployed in problematic areas such as bathrooms and locker rooms, where privacy precludes the use of cameras and microphones.
9. **Can you configure the software to disable alerts for specific times of day – for example, if someone does not want to receive any alerts between 9:00pm and 7:00am?** Yes. With the custom scheduling feature, administrators can select specific days and time blocks for subscribers to receive alerts.

7 Reasons Why HALO is the #1 Vape Detector

1. SCHOOLS SAY SO! With positive testimonials from schools around the globe, HALO has been helping schools identify and stop the vaping epidemic in their school. More importantly, schools have been using HALO to educate students on the dangers of vaping and make them healthier for it. **Hear from the schools directly!**

2. HALO IS AN OPEN PLATFORM! Direct integrations with other systems that you are already likely using every day. Integration with your video surveillance camera system can save you time and headaches. As alarm events from HALO are communicated, your camera system can enable camera recording, enhance frame rate and resolution, move PTZ Cameras, and bookmark video so that a single click can bring you to the right camera(s) at the right time. You will know who was in the area during a HALO event, which means no more time-consuming searches. Unlike others who have closed systems, HALO is built on open architecture, enabling integration partnerships with other industry-leading product manufacturers and can work with anyone who allows it. HALO is already integrated with the largest security manufacturers around the globe such as Genetec, Avigillon, Milestone, Panasonic, Axis, Hanwha, and many others. **See some of our Integrations here.**

3. HALO IS ALWAYS ON! As a 25-year-old security manufacturer, we take safety and health very seriously. With this in mind, we made the conscious decision to go POE instead of battery so HALO will always be on with the network! We never want to risk batteries dying, especially with district-wide deployments. Another decision we made was to NOT offer dummy units. Dummy or decoy devices may cause an expectation of security or safety under false pretense that might induce risks we think our customers should avoid. **See our product spec sheet here.**

4. HALO IS CONSTANTLY EVOLVING! We are up against a billion-dollar industry and the resourcefulness of youth, both of which are trying to defeat vaping detection devices. Nobody wants to invest in a vape detector that will be out of date and useless soon after purchasing. This is why our engineering team is always testing the latest products on the market to capture the chemical signatures and develop readings and alerts for them. It was during these testing periods that the HALO team identified specific signatures for Masking. Masking is when someone tries to cover up their vaping activity by spraying concurrent aerosol sprays, such as air fresheners or body deodorant. Our team can pull out each signature and identify the cover-up attempt. **View an animated overview of schools using HALO here!**

5. HALO PROVIDES HEALTH AND AIR QUALITY ALERTING! We are working together to address health and safety in schools to minimize negative environmental impact on respiratory health, mental clarity and focus, sick building syndrome, and the spread of airborne infectious diseases. As an all-in-one device, schools get these additional health benefits and can utilize the same email, text, or system alerts, utilize the device's LED lighting alert, or communicate directly with HVAC systems via integration with BACnet to make changes without classroom, teacher, or facility intervention. **See a video on HALO's air quality features for the classroom!**

6. QUALIFIES FOR MULTIPLE FUNDING SOURCES! Due to its multi-purpose use, HALO purchases can qualify for multiple funding sources. HALO falls under category grants for school safety, school health, and school air quality. Through fundraisers, new construction bonds, federal and state security bonds, the CARES Act, or class action lawsuits, schools have many options to assist with the purchase of HALO. The value of HALO also quickly gains the support of the school boards and parents in the community who all want the best health and safety for students.

HALO SMART SENSOR

7. MORE VALUE FOR SCHOOL BUDGETS! We all want the youth vaping problem to end! Collectively, we hope this is a short-term problem and we don't want to see school resources wasted on short-term solutions. HALO was built as a safety and health device first and vape detection was a benefit of its multi-sensor readings. Schools who are installing HALO are getting long-term benefits including:

- **Vape/THC/Marijuana/Cigarette Detection**
  Alerts to anyone vaping in location.
- **Air Quality Monitoring/Airborne Sickness Prevention**
  Alerts to unhealthy air conditions and those that are likely to spread airborne disease pathogens.
- **Vandalism/Fighting Audio Detection**
  Alerts to abnormal loud noises like breaking items and yelling.
- **Emergency/Bullying Key Word Alerting**
  Person in distress says a key word alerting security and triggering a response to diffuse the situation and notify that help is on way.
- **C02 classroom monitoring**
  Alerts to rising CO2 levels that lead to inattentiveness, lethargy, and respiratory issues like asthma.
- **Occupancy/Trespassing Alerting**
  Captures sound and lighting to alert the presence of trespassers.
- **Energy Management**
  Control heating and AC based on occupancy and need.
- **HVAC filtering monitoring**
  Identify when filters need to be replaced/cleaned based on particulates they are allowing to escape, protect air quality, and maximize the length of HVAC system.
- **Chemical and Cleaning Agent Detection**
  Know when facilities have been cleaned or when any harmful chemical has been released in an art or science lab, storage room, bus depot, etc.
- **Gun Shot Detection**
  Alerts to a gunshot.

Click here to meet HALO the #1 Vape Detector!

HALO SMART SENSOR

HALO Smart Sensor 2C

our all-in-one health, safety & vape device.

HALO is a key component in the solution to providing a low-risk environment by monitoring Carbon Dioxide (CO2), Particulate Concentrations, Humidity, Volatile Organic Compounds (VOC), and Nitrogen Dioxide (NO2) in the air. **HALO** delivers safe, healthy, and comfortable environments that keeps all personnel safe while, at the same time, saving money by efficiently running the HVAC system.

HALO Smart Sensor is Multi-Patented and Design is Trademarked

DISEASE PREVENTION

Ensure your staff is safe from airborne diseases, prevent the spread of infectious disease, ensure rooms have been cleaned, and the air is properly filtered.

AIR QUALITY MONITORING

See the average quality of the air you are breathing over the course of a few hours. Automate and ensure proper ventilation in each room with BACnet integration.

CARBON DIOXIDE

Utilizes Carbon Dioxide calibrated sensor that is very specific and much more accurate when it comes to the CO2 level readings.

TEMPERATURE AND HUMIDITY

The Temperature and Humidity sensors are located on the outside very edge of the device, allowing more accurate readings of the temperature and humidity outside of the unit.

GUNSHOT DETECTION

Add an extra layer of protection with HALO. Identify gunshots and the location with two-factor authentication. This sensor is 3rd party certified.

AGGRESSION DETECTION

Protect your staff and customers. With HALO you are able to detect fights and loud noises in usually quiet areas.

CUSTOM: VANDALISM & TRESPASSING ALERTS

Receive notifications when lights or noise is detected in unauthorized areas and after hours.

CUSTOM: MANAGE HVAC ENERGY COSTS

Monitor HVAC effectiveness and only use when rooms are occupied.

Connect to HALO Cloud to manage multiple devices, receive real-time Health Index and AQI alerts and reporting, see alerts and historical data to document your buildings health status and trouble areas.

IPVideo Corporation

www.halodetect.com | info@ipvideocorp.com | 631.969.2601

Key Features

HEALTH

Health Index

Air Quality Index

Carbon Monoxide

Carbon Dioxide

Nitrogen Dioxide

Relative Humidity

Temperature

TVOC

Particulates

SAFETY

Help (Spoken Keyword)

Gunshot

Aggression

Light Level

Tamper

VAPE

THC

Vape

Vape Masking

General Specifications

Operating Temperature	32°F - 122°F (0°C - 50°C)
Operating Humidity	0 to 90% Relative Humidity (non-condensing)
Power Supply	PoE (IEEE 802.3af Class 3 Compliance) 9W
Dimensions	5.75” x 3.08” (146mm x 78mm)
Weight	0.8 lbs (0.365 kgs)
Mounting Options	Ceiling Flush Mount, Surface Mount (optional)
Vandal	IK10 rated, vandal proof housing with Tamper Alert
Certifications	UL, CUL, CE, RoHS, FCC, WEEE, California IoT Security 1798.91.04, C-Tick and CRM Compliant

Network Specifications

Ethernet	RJ-45 (10/100 Base-T)
Alarm Triggers	Air Quality Index (AQI), Health Index, Vape, Vape THC, Aggression, Gunshot, Spoken Key Word, Tamper, Particulates, Carbon Dioxide Equivalents, Total Volatile Organic Compounds, Carbon Monoxide, Ammonia, Temperature/Humidity, Light Level, Sound Levels, Building Health
Protocols	BACnet, RTSP, TCP/IP, UDP, IPV4/V6, HTTP, HTTPS, DHCP, ARP, Bonjour, Wireless Connectivity
Maximum User Connections	Live MJPEG Stream, 8 Users

Interface Specifications

**Image display of sensor readings only.*

Live Display Resolution*	1024 x 768
Frame Rate*	1 FPS
Audio	MEMS Microphones (2) [Audio Analysis Only] No Recording of Live Stream
Relays Outputs	2, Normally Open or Closed, 48VDC at 1 amp
Status Light	Alarm Condition, Multi-Color, Programmable
Speaker	Alarm Condition, Pre-Recorded Files, Programmable WAV Files

VMS Integrations: Milestone, Genetec, Avigilon, ExacQ Vision, Rhombus Systems, Arcules, Vivotek, Pelco, Ganz Cortrol, Nx Witness, Qognify, DW Spectrum IPVMS, Mirasys, Video Insight, EoCortex, Wisenet Wave VMS, Axxonsoft, Digifort, and many others!

Supported Languages: English, Foreign Languages Supported

Other 3rd Party Integrations: The Boring Lab, Presence Management, IDentifyED, Vigilance Software, Punch Alert, DIR-S, Extreme Network Defender, Aruba HPE, Connect One, AMT, Audio Enhancement, Gallagher, NuLEDs, Singlewire Informacast and many others!

Emergency Key Words: HALO supports multiple key words

IPVideo Corporation

www.halodetect.com | info@ipvideocorp.com | 631.969.2601

HALO SMART SENSOR

Capture Comprehensive Health & Safety Awareness for your School Environment with

HALO Smart Sensor,

our all-in-one Security and Health device.

HALO Smart Sensor is Patented.

HALO is a key component in the solution to providing a low-risk environment by monitoring Carbon Dioxide (CO2), Particulate concentrations, Humidity, Volatile Organic Compounds (VOC), and Nitrogen Dioxide (NO2) in the air. **HALO** delivers safe, healthy, and comfortable environments that keeps all personnel safe while, at the same time, saving money by efficiently running the HVAC system.

HEALTH

• Health Index • Air Quality Index • Carbon Monoxide • Carbon Dioxide • Humidity • Volatile Organic Compounds • Nitrogen Dioxide • Pressure • Temperature • Particulates

SAFETY

• Spoken Key Word Alerting • Gunshot Detection • Abnormal Noise Level Detection • Bullying • Tamper • Aggression • Excessive Banging • Light Sensitivity

SMOKING

• Vape • THC • Vape Masking

Vape and THC Detection

Identify vaping or smoking in bathrooms and locker rooms.

Air Quality Monitoring

Automate and ensure proper ventilation in each room with BACnet integration.

Disease Prevention with Health Index

Prevent the spread of infectious disease, ensure rooms have been cleaned, and the air is properly filtered.

Aggression Detection and Calls for Help

Students and staff can call for help using specific keywords. Get notified of fights and bullying in bathrooms and locker rooms.

Vandalism and Trespassing Alerts

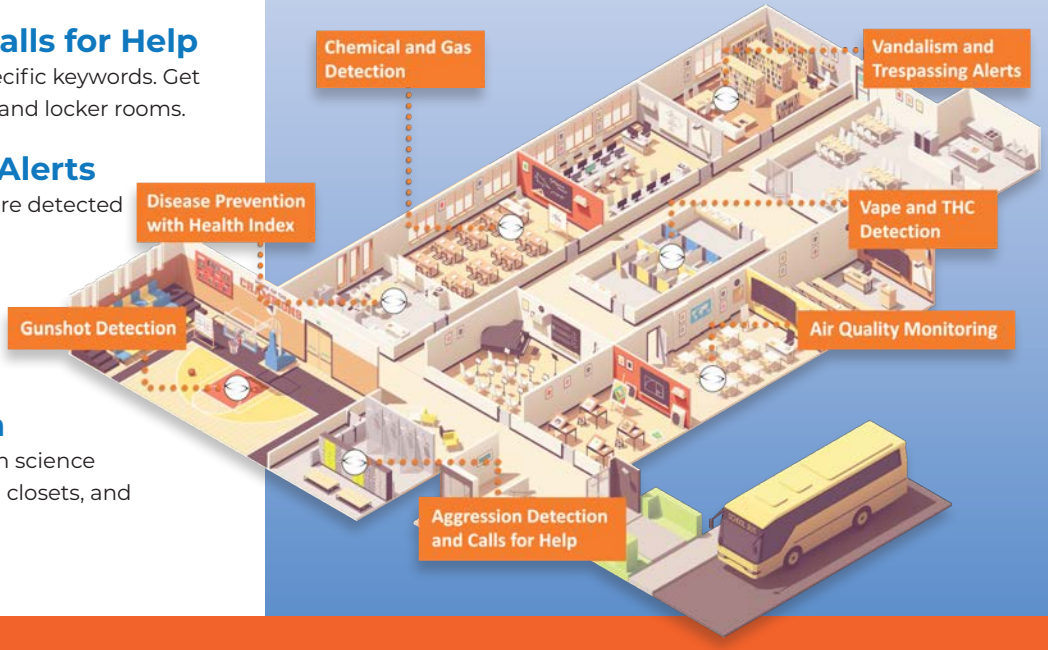
Receive notifications when lights or noises are detected after hours or in unauthorized areas.

Gunshot Detection

Identify gunshots and locations with two-factor authentication. Third-party certified.

Chemical and Gas Detection

Catch chemical spills and hazardous gases in science labs, mechanical and utility rooms, custodial closets, and maintenance areas.



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Key Features

HEALTH

- Health Index
- Air Quality Index
- Carbon Monoxide
- Carbon Dioxide
- Nitrogen Dioxide
- Humidity
- Temperature
- TVOC
- Particulates

SAFETY

- 911 Help (Spoken Key Word)
- Gunshot
- Aggression
- Light Level
- Tamper

SMOKING

- THC
- Vape
- Masking

General Specifications

Operating Temperature	32°F - 122°F (0°C - 50°C)
Operating Humidity	0 to 90% Relative Humidity (non-condensing)
Power Supply	PoE (IEEE 802.3af Class 3 Compliance) 9W
Dimensions	5.75” x 3.08” (146mm x 78mm)
Weight	0.8 lbs (0.365 kgs)
Mounting Options	Ceiling Flush Mount, Surface Mount (optional)
Vandal	IK10 rated, vandal proof housing with Tamper Alert
Certifications	UL, CUL, CE, RoHS, FCC, WEEE, California IoT Security 1798.91.04, C-Tick and CRM Compliant

Network Specifications

Ethernet	RJ-45 (10/100 Base-T)
Alarm Triggers	Air Quality Index (AQI), Health Index, Vape, Vape THC, Aggression, Gunshot, Spoken Key Word, Tamper, Particulates, Carbon Dioxide Equivalents, Total Volatile Organic Compounds, Carbon Monoxide, Ammonia, Temperature/Humidity, Light Level, Sound Levels, Building Health
Protocols	BACnet, RTSP, TCP/IP, UDP, IPV4/V6, HTTP, HTTPS, DHCP, ARP, Bonjour, Wireless Connectivity
Maximum User Connections	Live MJPEG Stream, 8 Users

Interface Specifications

**Image display of sensor readings only.*

Live Display Resolution*	1024 x 768
Frame Rate*	1 FPS
Audio	MEMS Microphones (2) [Audio Analysis Only] No Recording of Live Stream
Relays Outputs	2, Normally Open or Closed, 48VDC at 1 amp
Status Light	Alarm Condition, Multi-Color, Programmable
Speaker	Alarm Condition, Pre-Recorded Files, Programmable WAV Files

Connect to HALO Cloud to manage multiple devices, receive real-time Health Index and AQI alerts and reporting, see alerts and historical data to document your buildings health status and trouble areas.

VMS Integrations: Milestone, Genetec, Avigilon, ExacQ Vision, Rhombus Systems, Arcules, Vivotek, Pelco, Ganz Cortrol, Nx Witness, Qognify, DW Spectrum IPVMS, Mirasys, Video Insight, EoCortex, Wisenet Wave VMS, Axxonsoft, Digifort, and many others!

Other 3rd Party Integrations: The Boring Lab, Presence Management, IDentifyED, Vigilance Software, Punch Alert, DIR-S, Extreme Network Defender, Aruba HPE, Connect One, AMT, Audio Enhancement, Gallagher, NuLEDs, Singlewire Informacast and many others!

Supported Languages: English, Foreign Languages Supported

Emergency Key Words: HALO supports multiple key words

IPVideo Corporation

www.ipvideocorp.com | info@ipvideocorp.com | 631.969.2601

Pre-Installation Checklist

1. Get an estimate of the location dimensions. Each unit typically covers 10 ft by 10 ft.
2. Determine if the school has a DHCP server for dynamically assigning IP addresses. If not, Static IP addresses can be supported.
3. Network administrators should be aware of the requirement for multiple communication ports to be available for the devices and overall system to properly operate:
    a. a. Device Communications (alert notifications): Port 11086 (outbound) to:
        i. alerts.sotertechnologies.com
        ii. emq.sotertechnologies.com
    - b. Device Over-the-Air (OTA) Updates: Port 22 (outbound) to:
        - ota.sotertechnologies.com
    - c. General Internet Access: Ports 80 and 443 (outbound)
4. Confirmation of power source – i.e., PoE (802.3af) or AC/external. If external power, make sure you have secured the appropriate 24V @ 0.5A AC/DC transformers.

    a. Choose **one** power source for **a single** FlySense™ device (1 unit).
    b. **DO NOT use BOTH** PoE and WiFi connectivity for **a single** FlySense™ device.
    c. **For FlySense™ devices using WiFi:** We offer AC/DC transformers on our website (See: https://www.sotertechnologies.com/product-page/ac-power-adapters-for-flysense)

5. Coordinate availability of Soter personnel for onboarding and installation prep call with the appropriate school or security partner resources.

6. Run the cables – Cat 6 cable preferred from network switch to FlySense™ device.

7. Installation should be scheduled when school is not in session.

8. Go to the FlySense™ portal https://sense.sotertechnologies.com to register your organization and devices. To create your organization's FlySense™ account, you must have the serial number of one of the devices you are going to install. You will then receive an email that will allow you to create a password. Please note, an onboarding session is required prior to being able to access the portal.

9. Stage the devices by plugging them in and making sure they complete the normal boot sequence.

Installation Checklist

1. Prior to mounting, record MAC addresses for each device so that, via the web portal, each device can be associated with a user-friendly that corresponds to its installed location.
2. Mount each device (use the 'Cut Out Template' provided with the devices), plug in power, confirm the device completes the normal boot sequence (refer to Installation Guide for details on LED sequence), and confirm that its status on the Devices tab of the portal is 'Configured'.

If you have any questions or issues, please contact Soter Support at:

- Phone: 1-877-363-8273
- Email: support@sotertechnologies.com

Contact Us

800.247.5203

REAL-TIME VAPE DETECTOR

FlySense®

ICAS SINCE 1979

718.278.1100
42-19 23rd Avenue
Astoria, NY 11105
askus@icascorp.com
www.icascorp.com

ONE-STOP SINGLE SOURCE TECHNOLOGY PROVIDER

STRUCTURED CABLING | DATA & VOICE | FIBER OPTIC
SURVEILLANCE SYSTEMS | WIRELESS | SECURITY SERVICES
ELECTRICAL | ACCESS CONTROL

FLYsense

Produced by Soter Technologies, LLC | Distributed by ICAS® Corp.

SOTER

MADE IN USA AMERICAN PRODUCT

All pictures shown are for illustration purpose only. Actual product may vary due to product enhancement.

Welcome

Thank you for your purchase of the innovative FlySense® real-time vape detector (RTVD™) and elevated sound incident detection solution and smart alert system from ICAS®!

The FlySense® device is comprised of a cloud-based communications engine, incident management web portal, and multi-sensor device network capable of detecting vape, smoke, device tampering, and noise disturbances that may suggest violence such as bullying or fighting.

Getting Started

Please refer to the green postcard for the installation / registration process.

After recording the MAC address and serial number of each device and then noting the device's location placement, visit sense.sotertechnologies.com to create your organization's FlySense® account and schedule your onboarding session. Once completed, you will have access to the FlySense® user-friendly web portal, designed to assist school teams in managing the solution across campus.

Important: Before You Begin

Warranty

The warranty does not cover tampering before or after the product is installed. 1-year limited hardware warranty covers defects in workmanship and materials. 3-year and 5-year extended service options available at time of purchase.

ICAS® and the manufacturer are not responsible for any personal or property damage that results from improperly installing the device - that is, installing it in a manner that is not consistent with the product installation guide.

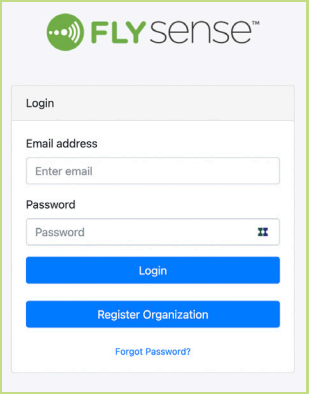
Installation

Install units when students are not in school. Make sure the units are registered on the network and activate before students return to school.

DO NOT INSTALL DEVICES BEFORE READING!

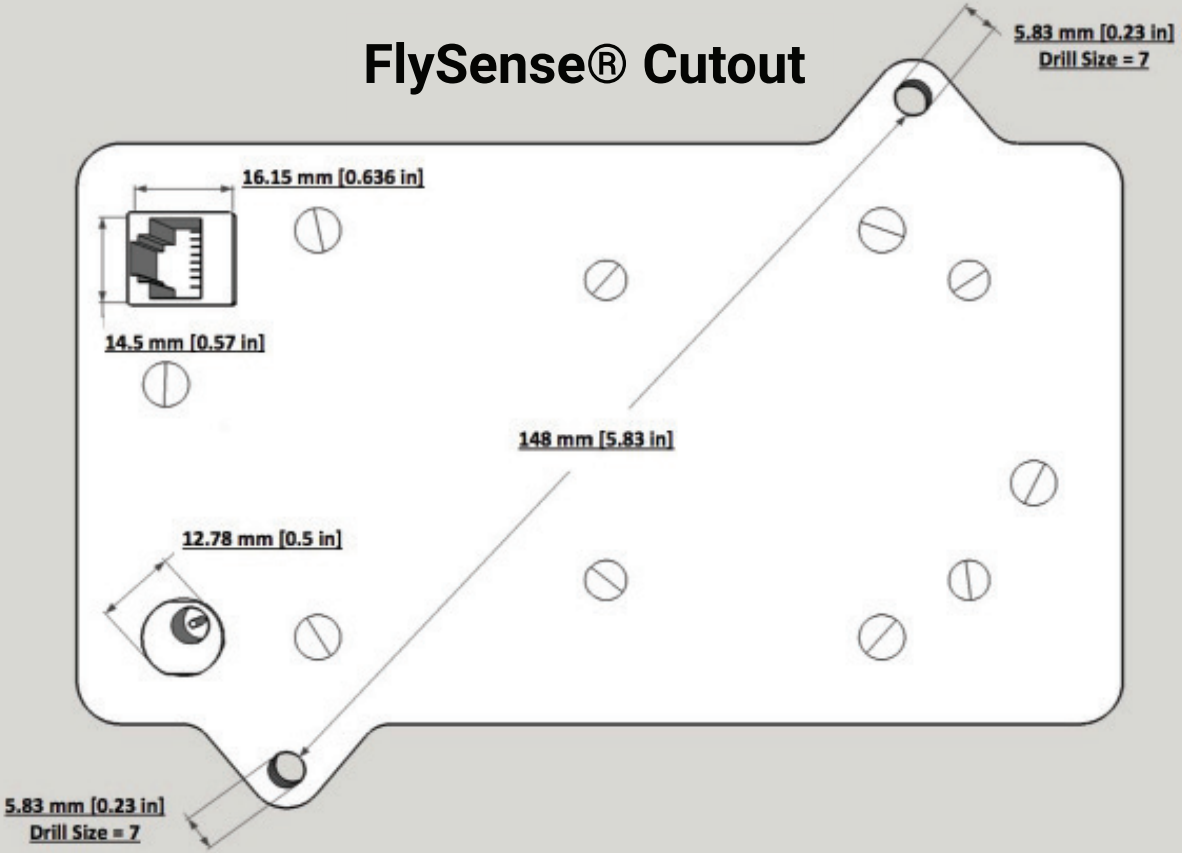
Before you install our devices, there are a few steps that need to be completed to ensure a smooth installation process:

1. Record the MAC address and serial number of each device prior to mounting.
2. Record which MAC is going into which location.
3. Register your organization into the portal at **sense.sotertechnologies.com**. Please use the serial number you recorded.
4. After registering, you have to schedule an onboarding at **sotertechnologies.com/onboarding**.



Produced by **Soter Technologies, LLC** | Distributed by **ICAS Corp.**

FlySense® Cutout



SOTER TECHNOLOGIES

Soter Technologies
101 Comac Street
Ronkonkoma, NY
11779
us
934-500-5454

Quote

Lisa Figueroa
Valid Until: Jun 5, 2023
Quote Number : 2890806000099399002

BILL TO:

Sau 63
Nicholas Buroker
192 Forest Road
Lyndeborough
NH
United States
03086

SHIP TO:

Sau 63
Nicholas Buroker
192 Forest Road
Lyndeborough
NH
United States
03086

A Purchase Order must be received before the items are shipped; please follow the P.O. instructions below. We accept Visa, Mastercard, Amex and wire transfers. Final payment is due upon fulfillment of the order.

Quantity	Items	Description	Price (per unit)	Discount	Total
10	FS286	**FlySense® Gen. 2.86** MSRP-$995	$ 750.00	$ 0.00	$ 7,500.00
1	FS-ISS	**FlySense® Server Activation Fee** *May Promotion-Waived*	$ 495.00	$ 495.00	$ 0.00
10	FS-SSA	**FlySense® Support** *MAY PROMOTION* *FEE WAIVED PERMANENTLY** FlySense® Annual Software Fee Post-year one fee to maintain network access and communications, support alerts, and portal dashboard	$ 150.00	$ 1,500.00	$ 0.00
1	S-H	**Shipping and Handling**	$ 80.00	$ 0.00	$ 80.00

Sub Total	**$ 7,580.00**
Tax	TBD
Grand Total	**$ 7,580.00**

Purchase Order Instructions

1. Make Purchase Order out to:
   Soter Technologies, LLC
   101 Comac St,
   Ronkonkoma, NY 11779
2. Specify product and pricing per above
3. Please include:
   a) Ship To address and contact
   b) IT contact person for installation
   c) Tax exemption certificate; otherwise, customer will be invoiced for applicable taxes
4. Email to orders@sotertechnologies.com

Thank You,
Team Soter

INTERFACE CABLE ASSEMBLIES & SERVICES CORPORATION

5/4/23

ICAS
42-19 23rd Ave.
Astoria, NY 11105
Mirko Notarangelo
mirko@icascorp.com

Estimated Design prepared for:
Nicholas Buroker
Sau 63 (Lyndeborough Central School)
192 Forest Rd
Lyndeborough, NH 03082

dot@sau63.org

Proposal

Description:	*Part Number*	Qty	*Sale*	*Totals*
Flysense FS 286 Vape Detector	FS286	10.00	$735.00	$7,350.00
Onboard/Device Activation Fee		1.00	$0.00	$0.00

Annual subscription and renewal fees are waived for the lifetime of the units.

Shipping			$150.00	$150.00

TOTAL **$7,500.00**

Customer Proposal Acceptance:

Signature:_____

Printed Name:_____

Date:_____

- If accepted, this proposal must be signed and dated along with a purchase order issued to ICAS.
- Sales Tax is not included in the proposal pricing. Any applicable sales tax is the responsibility of the client.
- All invoices will have a Net 30-day remittance period.
- This proposal is valid for 45 days. After the allotted time, it is subject to change.
- No changes to the terms and conditions can be made to this proposal without the consent of an ICAS representative.

42-19 23rd Avenue
Long Island City, NY 11105
718-278-1100

The vape sensors are typically installed over bathroom stalls. Normally 1 detector for 3 or 4 stalls or any location a person can be out of site to vape. The coverage area rule of thumb is 10ft by 10ft at a max ceiling height of 10ft-12ft.

The vape sensors operate utilizing POE technology. They detect by the chemicals emitted from a tobacco or marijuana. A Cat5E or Cat6 cable will needed to be installed for each sensor depending upon what existing cabling is installed in the schools. The maximum length of cable including patch cables is 300ft.

They must be installed away from windows and any HVAC returns or exhausts, or fans unless the exhaust or fan would blow the smoke to the detector. (3-5ft at least). We also need to stay away from window that open.

The cable will be terminated with a RJ45 Mod plug to be connected directly to the sensor or a Cat5/6 jack and a patch cable. At the time of installation, the tech will need to take a picture of the MAC address of each detector and document what location it mounted, along with the switch ID and port it is patched into. Once the detector is connected to the switch, verify the unit is power up. The devices need 72 to 96 hours to acclimate to their environment once installed.

The mac addresses and serial numbers will need to be documented by location. This is required for the set-up and activation.

Why Choose FlySense?

Experience

FlySense is the World's First Vape Detector. It has been heping schools detect and deter vaping since 2017.

Innovation

FlySense FS286 is the fifth-generation device. The R&D department works continuously to improve the technology behind the hardware and software of the device, and update the powerful and accurate AI.

Credible

Thousands of FlySense vape detector devices have been installed in 49 states and 20 countries.

Reliable

FlySense customers receive 24/7 assistance and technical support if there is trouble regarding the device at any point.

Cable Connected

The FlySense vape detector uses cable connection, which guarantees the device operates efficiently at all times. It is not battery powered, thus reducing environmental waste.

WATCH HOW IT WORKS

CREATING A SMOKE-FREE AND SAFE ENVIRONMENT

TECHNOLOGY + EDUCATION

Produced by Soter Technologies Distributed by ICAS Corporation

ICAS SINCE 1979

NHSBA
NEW HAMPSHIRE SCHOOL BOARDS ASSOCIATION

RESOLUTION SUBMISSION PROCESS:

Each NHSBA member-school board is allowed to submit one or more proposed resolutions. Proposals may be a new resolution or may seek to amend any current NHSBA resolution. Each member-school board may send one voting delegate to the Annual Delegate Assembly, however any and all board members are invited to attend.

All submitted and proposed resolutions will be brought forward to the NHSBA Board of Directors, whereupon the Board of Directors will make a recommendation to either support passage or not support passage of the proposal. This recommendation is advisory only. If the Board of Directors supports passage of the proposed resolution, it will then be presented to the Delegate for discussion and vote. If the Board of Directors does not recommend the passage of the proposed resolution, the proposal may still be brought forward for discussion and vote if the proposed resolution is moved and seconded.

Google Form Link to Submit a Proposed Resolution

Link to Current NHSBA Resolutions

The deadline for submitting proposals is the close of business Friday, July 28, 2023. **It is imperative that proposed resolutions are submitted before the deadline so that other school boards have an opportunity to discuss and decide their position prior to the 2023 Annual Delegate Assembly.**

Please contact NHSBA Executive Director, Barrett M. Christina at bchristina@nhsba.org or (603) 228-2061, if you have any questions. Thank you for your attention to this matter.

New Hampshire School Boards Association
25 Triangle Park Drive, Suite 101
Concord, NH 03301
(603) 228-2061
(603) 228-2351 (fax)
www.nhsba.org

Policies, Resolutions and Statements of Belief Manual

October 2022
By Procedure Adopted Unanimously at Delegate Assembly, November 4, 2006
And Following Action of the January 23, 2021 Delegate Assembly

Overview of Action Taken at the 2006 Delegate Assembly

The resolutions contained herein have been adopted for three consecutive years by a vote of the Delegate Assembly. Such resolutions become a continuing commitment of the Association and part of this document, *Policies, Resolutions and Statements of Belief Manual*. This practice is based on the proposal adopted unanimously at the 2006 Delegate Assembly on November 4, 2006:

> Whereas NHSBA takes consistent positions on certain issues that repeatedly come before the Delegate Assembly as re-adopted resolutions; and
>
> Whereas these issues deserve special recognition for their continued importance as long-standing positions;
>
> Be it therefore resolved that any resolution adopted for at least three continuous years be moved to the NHSBA Policies, Resolutions and Statements of Belief Manual.

RESOLUTIONS QUALIFYING FOR INCLUSION IN THE POLICIES, RESOLUTIONS AND STATEMENTS OF BELIEF MANUAL

SECTION	*TOPIC*	*PAGE*
I	School Choice	4
II	Education Funding	4
III	Health Care Funding	7
IV	Charter Schools	7
V	Local Control/School District Autonomy	7
VI	School Safety	10
VII	Accountability	11
VIII	State Board of Education	11
IX	Federal Legislation	13
X	Public Pension System	15

Perennial Resolutions of the New Hampshire School Boards Association

I - School Choice

I:A• **NHSBA** supports the utilization of public education funds solely for public school purposes as determined by the local school boards. (1991)

I:B• **NHSBA** urges the NH Legislature and Congress to oppose any efforts to subsidize elementary or secondary private, religious or home schools with public tax dollars. Specifically, NHSBA opposes the creation of vouchers, tax credits and tax subsidies that in any form are targeted to the tuition or expenses for non-public K-12 schools. Rather than diverting scarce tax dollars away from our public school classrooms, **NHSBA** urges the NH Legislature and Congress to support improvements in our public schools and meet current funding obligations and promises, benefiting the vast majority of America's children who are educated daily in our public schools. (2005)

II - Education Funding

II:A• **NHSBA** proposes that the state fully fund all state education aid formulas before the funding of any other state obligation. (1994)

II:B• **NHSBA** supports reducing the threshold for determining the local share of a catastrophic aid special education placement to 2 times the state average elementary and secondary costs of general education. (1998)

II:C• **NHSBA** supports the appropriation of at least $50 million each fiscal year to fully fund, per RSA 198:15-a, IV, the state's Building Aid Program. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's constitutional duty to provide an adequate education to all children. (*First Adopted in 2000 – Revised in 2014*)

II:D• **NHSBA** supports a continual review of all costs associated with providing the opportunity for an adequate education, including costs associated with facilities, transportation and increasing the state commitment to reflect actual costs incurred. Any additional revenue raised by the state to meet this obligation shall be dedicated solely for the purpose of fully funding a constitutionally adequate education for all students in the state. *(First Adopted in 2000 – Revised in 2014 – Revised in 2020*)

II:E• **NHSBA** proposes that the state develop an equitable and sustainable tax plan dedicated solely to education for the purpose of fully funding a constitutionally adequate education for all students in the state. (2002)

II:F• **NHSBA** opposes the dramatic and unpredictable changes in educational funding each year – often with solid information only coming to the school districts after the balloting or school district meetings are done.

NHSBA opposes any new educational funding legislation, passed and enacted by the Legislature, which takes effect any earlier than the next biennium. School boards cannot be expected to work with legislation passed after the budget cycle for the following year is completed. (2005)

II:G• *Replaced by Resolution II:D in 2014.*

II:H• **NHSBA** supports a required kindergarten program as part of a comprehensive K-12 curriculum offering, with concurrent state kindergarten funding. (*First Adopted in 2003 – Revised in 2014*)

II:I• *Replaced by Resolution II:N in 2014.*

II:J• **NHSBA** opposes any constitutional amendment that vacates the spirit and intent of the Claremont and Londonderry lawsuits and attempts in any way to limit or redirect funding in a manner that is contrary to the New Hampshire Supreme Court's ruling and present interpretation of the New Hampshire Constitution. (2008)

II:K• **NHSBA** opposes transfer of the responsibility to provide and fund a free and appropriate education (FAPE) for special education students from resident districts to attending districts when a non-resident student is placed in a district by a parent. (2008)

II:L• *Replaced by Resolution II:C in 2014.*

II:M• **NHSBA** opposes the recent change in statute that decreases the state share of local employer retirement costs. NHSBA calls for the immediate return of the state share of local employer retirement costs for teachers, police and fire to 35% for fiscal years 2010 and 2011, as well as maintaining this commitment in the future. (2010)

II:N• **NHSBA** opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)

II:O• Should the special education mandates of the state of New Hampshire exceed the federal special education requirements, then the state of NH should fully fund those mandates that exceed federal requirements to the local school districts. This resolution should not be interpreted to obligate the NHSBA to challenge the renewal or re-authorization of mandates that uphold existing rights for students receiving special education services. (*First Adopted in 2009 – Revised in 2020*)

II:P• **NHSBA** supports amending New Hampshire's special education statute so that only the state legislature, not the state board of education via rulemaking or any other process, decides when it is appropriate for state law to exceed federal law. (2010)

II:Q• **NHSBA** supports fully funding the School Building Aid program pursuant to RSA 198:15-a. Furthermore, NHSBA believes that an adequate school building is a component of the requirement to provide an adequate education and therefore the state is obligated to provide funding for adequate school facilities. The state has failed to meet this obligation since 2009. (2017)

II:R• **NHSBA** supports modifying RSA 198:38 to provide state funding for the cost of full day kindergarten for school districts that have chosen to provide kindergarten for the entire school day. (2017)

II:S• **NHSBA** supports the study of the establishment of additional state adequacy aid for public pre-kindergarten. (2017)

II:T• **NHSB**A supports the state seeking to provide viable financial solutions and funding models to assist municipalities in completing the true "last-mile" broadband Internet networks throughout their towns or cities or establish a regulatory framework that requires providers to complete the networks, so that broadband Internet access is available along every public way in the state. (January 2021)

III - Health Care Funding

III:A• **NHSBA** supports a statewide effort to work with legislative bodies to address the spiraling costs associated with health care benefits borne by the school districts in New Hampshire. (2005)

IV – Charter Schools

IV:A• **NHSBA** proposes that for any charter school authorized by the State Board of Education, state aid entitlements under RSA 198:42 should be paid directly to the charter school from state funds which are separate from local district grants. (2006)

IV:B• **NHSBA** proposes that the State Department of Education develop evaluation and accountability criteria for the state's charter schools to ensure their financial stability as well as sound educational objectives. (2006)

V - Local Control and School District Autonomy

V:A• **NHSBA** supports legislation to lower the mandated 2/3-majority vote for passing a bond article to 60% for all school districts. (1997)

V:B• **NHSBA** supports the continued ability for Cooperative School Districts to adopt apportionment formulas based on locally determined factors. (2000)

V:C• *Deleted in 2014.*

V:D• **NHSBA** supports amending current law to allow school districts to establish a non-lapsing contingency fund to meet the cost of unanticipated expenses. (2001)

V:E• **NHSBA** supports legislation that allows local governing bodies to indicate their recommendation on any warrant article, in addition to those recommendation requirements already specified in the municipal budget law, RSA 32. (2006)

V:F• The **NHSBA** supports the NH Legislature amending the "SB 2" process to allow a legislative body to specifically vote by a supermajority of 60% on a Warrant Article to create and fund a program that would then continue beyond the single year and its costs would be included as part of the following years default budget. (2008)

V:G• **NHSBA** opposes any change in statute implementing an "Evergreen Clause" in all negotiated contracts. Evergreen clauses mandate the continuation of any pay plan after the expiration of a contract when a successor agreement has not been reached. Any such provision exceeds previous standards and usurps local control, significantly tipping the balance of negotiations. (*First adopted in 2009 – Revised in 2014*)

V:H• **NHSBA** opposes any mandated teacher salary schedule requiring all districts in the state to pay salaries based on a common state schedule. (2009)

V:I• **NHSBA s**upports local control provided in NH statutes and rules that allow local school districts the authority to make their own decisions in defining a school calendar that complies with both the spirit and the letter of the law. (*First adopted in 2009 – Revised in 2014*)

V:J• **NHSBA** supports new legislation or administrative rules that impose penalties against school district employees who breach their employment contracts. (2011)

V:K• **NHSBA** opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state's rights and de-emphasize and limit local control of curriculum and local school board oversight. (2011)

V:L• **NHSBA** supports legislation to allow local school districts to retain a percentage of their year-end unreserved fund balance in the same manner as local municipal governments. (2011)

V:M• **NHSBA** supports local boards and their responsibility for establishing the structure, accountability, advocacy and delivery of instruction within their local district. This includes statutory changes that affirm this managerial policy confided exclusively to public employers. Specifically, governing bodies have the right to determine standards for evaluation, compensation, selection, layoff and retention, discipline, assignment and transfer, and other traditionally accepted managerial rights so as to continue public control of governmental functions. (2013)

V:N• **NHSBA** supports state and federal legislation that affirms the responsibility for education resides with the states, which have delegated to local school boards the power and authority to adopt policies, establish priorities, and provide accountability to direct the operation of the schools, including the school system's mission and goals, organization, budget, program, curriculum and services, all essential to the daily operation of schools, consistent with state laws and regulations. (2014)

V:O• **NHSBA** supports legislative affirmation of the management right associated with teacher evaluation that is an integral component of the requirement that school boards adopt a teacher evaluation policy. Further, NHSBA supports involving teachers and principals by allowing a reasonable opportunity to comment on draft school board evaluation policy, understanding that the school board has the sole prerogative to adopt a local policy it deems appropriate. (2014)

V:P• **NHSBA** supports New Hampshire's adoption of updated requirements in statutes and rules that reflect current document imaging technologies and backup capabilities. (2016)

V:Q• **NHSBA** supports language in legislation that provides parents' rights to opt-out of content and programs that they feel are not appropriate for their child(ren). However, NHSBA opposes language requiring parents to opt-in to content and programs for their child(ren). Opt-in language creates an undue burden on the school district to account for every student who would participate, versus the few who choose not to participate. (2017)

V:R• **NHSBA** supports modifying RSA 193:12 to add the following: Any person who provides false information for establishing residency for school attendance purposes, or any person who assists in doing so, may be required to remit full restitution to the school district or districts that have financial or fiscal liability as a result of the false information. (2018)

V:S• **NHSBA** supports amending pertinent electioneering statutes to clarify: (1) the definition of "election" official"; (2) that electioneering by election officials may not occur at the polling place; and (3) that a public body may affirmatively promote positions established by formal actions of that body. (2018)

V:T• The **NHSBA** supports modifying RSA 193:3, I, to require the New Hampshire State Board of Education to restore support for local decision in Change of School Assignments and Manifest Educational Hardship requests by requiring the State of New Hampshire to fully fund any change in school assignment made under RSA 193:3,1 so that the local school district will not be held financially responsible for any school assignment change prescribed by the State Board of Education which conflicts with the local school board decision. (2019)

VI - School Safety

VI:A• NHSBA supports legislation which excludes public schools from being designated as neutral ground for visitation purposes for children of parents undergoing a divorce procedure by legal or other administrative orders. (1998)

VI:B• NHSBA supports efforts to enact legislation which would require notification to school districts of restraining orders related to a student's behavior. (1999)

VI:C• NHSBA supports legislative action to remove the unfunded mandated provisions of RSA 193-F, Pupil Safety and Violence Prevention. The imposition of these new mandates and their related financial costs, without additional state funding, violates the New Hampshire Constitution, Part First, Article 28-a. (2011**)**

VI:D• NHSBA supports legislative action that allows criminal background checks to be shared with their Human Resources Department and that the specific charge be shared with the Superintendent so he/she can make an informed judgment related to their employment. (2017)

VI:E• NHSBA calls upon the United States Congress, the New Hampshire Legislature and local public safety agencies to prioritize collaborative threat assessment and crisis planning with school districts; and further supports legislation at the federal, state and local levels that protect students and school district employees from on-campus violence. (2019)

VI:F• NHSBA supports equity and inclusion in all aspects of education. NHSBA supports adherence to all anti-discrimination laws, rules and statutes ensuring that no student is excluded or discriminated against on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental disability, national origin, economic status, familial status, sexual orientation, health condition, or native language. (January 2021)

VII - Accountability

VII:A• NHSBA believes that all components of state testing (English Language Arts, Writing Prompt, Mathematics, Science, and Social Studies) should continue to be given annually at the end of the school year with appropriate and immediate steps being taken to ensure that these test results are received by school districts no later than the following July 1. Valid data to assess school performance relies on measuring individual student progress: NH should adopt gain score or value-added measures as the principal means for measuring student performance. If NH does not adopt gains-score or value-added measures as the principal means for measuring student performance, then annual testing should take place at the beginning of the school year so that information may be used instructionally during the year. (*First adopted in 1998 – Revised in 2016*)

VII:B• NHSBA supports the inclusion of only students who have enrolled in a district continuously for the previous school year in the numbers calculated to measure student performance. (*First adopted in 2005 – Revised in 2016*)

VII:C• NHSBA supports a review of NH's accountability and performance measures as well as standards established for the NH state assessment program. (2009)

VII:D• NHSBA supports legislation to amend the State Common Core Testing that will begin in the school year 2014-2015 to allow special education students be tested at their grade level ability rather than their placement of their current school grade. (2013)

VII:E• NHSBA supports the development of curriculum for use by trained teachers in grades K-12 to educate students in the prevention of sexual abuse, with such curriculum to be developed locally using either a model developed by the New Hampshire Department of Education or by one of the 13 state agencies that already use evidence-based sexual abuse prevention education. (2016)

VIII - State Board of Education

VIII:A• NHSBA calls on the State Board of Education to continuously monitor all teacher training programs at New Hampshire colleges and universities to assure that such institutions are offering quality and relevant training programs preparing individuals for careers as teachers and/or administrators in New Hampshire's public schools. (*First adopted in 1998 – Revised in 2014*)

VIII:B• NHSBA proposes that the Department of Education develop and maintain a database of available grants and other funding mechanisms to assist local school districts in their grant writing efforts and funding of locally determined programs. (2002)

VIII:C• NHSBA urges the State Board of Education to conduct a statewide study of the "traditional" school calendar utilized by most public school districts in New Hampshire and to issue a summary report of its findings, conclusions and recommendations. (2003)

VIII:D• NHSBA urges the NH State Board of Education to adopt Standards of NH School Approval which emphasize qualitative standards rather than quantitative standards. (2003)

VIII:E• *Replaced by Resolution II:H in 2014.*

VIII:F• NHSBA supports the development and implementation of poverty indicators for Title I eligibility, which best reflect the current distribution of children from low income families in the public schools across the State and maximizes the number of districts eligible for Title I funds. (2003)

VIII:G• NHSBA supports the concept and duties of the State Board of Education as established in RSA 21-N:10-11. In its capacity to review all programs, advise on goals and hear appeals, the State Board of Education should have the authority to appoint the Commissioner of Education as well as confirm the Deputy Commissioner and division directors nominated by the Commissioner of Education. (2005)

VIII:H• NHSBA opposes the changes in student assessment at the state level which are resulting in fewer content and skill areas tested, especially the loss of the writing assessment. Basing assessment decisions on availability of funding rather than on what is best for the students of New Hampshire is not something that **NHSBA** can support. (2005)

VIII:I• NHSBA supports a compulsory attendance age of eighteen (18), along with flexibility to utilize alternative options that allow students to continue a program of study to complete their high school education. (*First adopted in 2006 – Revised in 2014*)

VIII:J• NHSBA supports a Department of Education funded study on the impact on performance of extended learning opportunities and those extended learning opportunities' relationship to the funding formula. (2009)

VIII:K• **NHSBA** supports the adoption of statutory language requiring that any statute or New Hampshire Department of Education rule, which mandates the adoption of local school board policies, will expire after five years; and that such statute or rule cannot be renewed without full public hearings, debate and re-authorization by the New Hampshire Legislature. All rules and regulations stipulated by the New Hampshire Department of Education must be submitted to the full New Hampshire Legislature for final consent and approval. (2015)

VIII:L• **NHSBA** supports modifying RSA 193-C:6 to require that the State Department of Education publish the results of the statewide assessment within 30 days of receipt of the assessment results. The NHSBA supports modifying RSA 193-C:6 to prohibit embargos of assessment results by the State Department of Education, local school districts, or other agencies. (2017)

IX - Federal Legislation

Individual with Disabilities Education Act:

IX:A• **NHSBA** urges the U.S. Congress to appropriate funds to pay 40% of the cost of implementing IDEA, and to fully fund any additional requirements in the area of special education and to provide financial impact statements. (1990)

IX:B• Since its original enactment in 1975, the Individuals with Disabilities Education Act (IDEA) has played a pivotal role to assure that students with disabilities receive the services they need for their success. **NHSBA** supports and applauds the efforts and goals encompassed by IDEA's mission.

As our Congress considers the reauthorization of IDEA, **NHSBA** believes attention should be directed at components of the program that are moving away from the original mission of educating children to a mission that involves a wider range of functions. **NHSBA** believes that for special education to achieve its potential in today's environment, several areas should receive attention. **NHSBA** proposes that federal reauthorization of IDEA address these specific priority concerns in the following areas:

- federal funding - Congress should fully fund the federal share of IDEA as a mandatory program;
- teacher recruitment and retention - federal law should create and encourage incentives for new teachers seeking special education certification;
- administration and paperwork - federal law should ease the current complex paper trail aimed at documenting compliance as well as allowing greater flexibility in the IEP process;
- due-process hearings - federal law should provide for adequate notice of issues and good-faith mediation

- related services - federal law should identify the financial role of other governmental units rather than fix all costs for related services on the narrow portion of the tax base that just serves education;
- private placements - federal law should focus on whether a substantive deprivation of educational opportunities exists in the public setting before consideration of private placement;
- safe learning environment - federal law should allow local school district personnel the flexibility and discretion to make appropriate discipline determinations that are in the best interests of all students when it comes to disciplining children with disabilities;
- over identification - federal law should clarify the definition of those disabilities that can result in over identification. (2002)

IX:BA• NHSBA opposes changes in the IDEA allocation calculations resulting in funds being disbursed directly to the school/district in which the child is registered (in towns which do not have high schools) and not to the student's residence. NHSBA calls for the immediate return of prior method of calculations for IDEA federal and state funds, as well as maintaining this commitment in the future to keep any and all funds distributed to the student's town of residence. (January 2021)

Every Student Succeeds Act:

IX:C• NHSBA urges the New Hampshire Legislature and New Hampshire Department of Education, consistent with the language and intent of the Every Student Succeeds Act (ESSA), to maximize local governance and community leadership through enhanced local school board flexibility in addressing key areas such as standards, testing, and accountability; and further to pro-actively engage and collaborate with NHSBA in all legislative and administrative discussions and decisions concerning the implementation of ESSA. (*First adopted in 2003 – Revised in 2009 – Revised in 2016*)

National School Boards Association:

IX:D• NHSBA supports the efforts of the National School Boards Association to provide more local governance and flexibility by working with federal officials to ensure passage of all federal legislation and regulations consistent with this goal. (2015)

X – Public Pension System

X:A• *Deleted in 2019. Replaced with Perennial Resolution X:B (2019).*

X:B• **NHSBA** supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent and fiscally stable. To achieve this goal, NHSBA supports legislation that will return state contributions to NHRS. (2019)

BBBF - Student Board Members

A. **General Policy.** The Board will have at least one student school board member from the Wilton-Lyndeborough Cooperative MS/HS.

Student School Board members ("Student-members") will not have the right to vote and will be excluded from all non-public sessions the Board enters.

B. Election and Term of Student School Board-Members.

Student-members will serve one-year terms, beginning on October 1st of each year.

Student-members will be chosen by a majority vote of the MS/HS student body under procedures for nomination and election established by the student government of the high school.

C. Responsibilities of Student Government.

The student government of the MS/HS shall establish procedures for:

1. The nomination and election of Student-member candidates;
2. Any public high school student in the school district to petition the Student-member to present proposals and opinions to the School Board;
3. Filling any vacancy that may occur in the Student-member position from that school.

D. Student-Member Expectations.

Under RSA 194:23-f, IV, Student-members are expected to:

1. Attend all School Board meetings;
2. Represent all MS/HS students within the District;
3. Present to the School Board specific proposals and ideas from the high school student body;
4. Serve as a liaison between students, District staff, and the Board;
5. Keep the student body informed of Board business and actions; and
6. Comply with all Board policies relative to students and Board members, when applicable.

E. Oversight.

The Superintendent shall assure building principals coordinate with student council advisors to ensure the student council is aware of the requirements of Section D, above.

First Reading: May 9, 2023
Second Reading: May 23, 2023
Final Adoption:

Legal References:

RSA 189:1-c, School Board Student Member

RSA 194:23-f, High School Student as a Board Member

Legal References Disclaimer*: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

DRAFT

WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, May 23, 2023
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

The videoconferencing link was published several places including on the meeting agenda.

Present: *Dennis Golding, Alex LoVerme, Matt Mannarino (6:38pm), Tiffany Cloutier-Cabral, Darlene Anzalone, Geoffrey Allen (online), Diane Foss (6:36pm), and Jonathan Lavoie*

Superintendent Peter Weaver, Associate Principal Bridgette Fuller (online), Assistant Principal Katie Gosselin, Director of Student Support Services Ned Pratt, Technology Director Nicholas Buroker, and Clerk Kristina Fowler

I. CALL TO ORDER

Chairman Golding called the meeting to order at 6:33pm.

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. ADJUSTMENTS TO THE AGENDA

Superintendent reported the following adjustments, 4 nominations and an FYI transfer. Ms. Cloutier-Cabral asked to give a report for the "Bathroom Committee".

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Mr. LoVerme to accept the adjustments to the agenda.
Voting: via roll call vote, all aye; motion carried

IV. PUBLIC COMMENTS

The public comment section of the agenda was read. Superintendent called out all the phone numbers and names joined in the meeting for comment. There was no public comment.

V. BOARD CORRESPONDENCE

a. Reports

i. Business Administrator's Report

Superintendent asked if there were any questions on Ms. LaPlante's report. None heard. He spoke regarding the WLC gym divider (curtain) and the motor being burned out. The curtain will reach its end of life in 2025 and would like to replace it at the same time we replace the motor since the vendor will already be on site. The only way to fund it is to respectfully ask for no more than $15,000 using unspent funds from this year. We have already allocated funds for other projects and those are being worked on. Mr. Erb has a vendor he has been working with and we would like to have it contracted by the end of June. Mr. Erb confirmed the manufacture has determined the end of life for the curtain is 25 years and both vendors he spoke with agreed the end of life is 25 years maximum. A question was raised, what the worst-case scenario is if we do not replace it. Superintendent responded it can disintegrate, the material is weakened and it seemed reasonable to replace that at the same time the vendor is here replacing the motor as it is attached to the curtain. It is a good investment for the school and the expectation is it will last another 2 decades.

A MOTION was made by Ms. Cloutier-Cabral SECONDED by Ms. Foss to approve the request to spend up to $15,000 on the motor and divider/curtain funded out of unspent funds from this year.
Voting: via roll call vote, all aye; motion carried.

ii. Director of Technology's Report

Mr. Buroker reported the month of April is about the 2nd busiest time for his department. There is spring testing and April break; they didn't have a lot of tickets but this month they have had as many as they did in March. They did about a month's worth of work in 2 weeks. Testing went off without a hitch and we are moving onto iReady. The

Technology Committee had their first meeting and he is working on the data governance document, which he will present, to the committee and Board in June.

VI. SCHOOL BOARD WORKSHOP

Chairman Golding reviewed there were not enough board members to hold the meeting and would like to reschedule to a date that all members can attend. Members reviewed their schedules. Chairman Golding asked members to send him their availability for June and if there is not a common date, July 26 may work.

VII. ACTION ITEMS

a. Approve Minutes of Previous Meeting

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Anzalone to approve the minutes of May 9, 2023 as written.
Voting: via roll call vote, seven ayes; one abstention from Mr. Mannarino, motion carried.

b. Re-Adopt DFA-Investment Policy

Ms. Cloutier-Cabral reviewed this policy is one that is re-adopted annually; there are no revisions and last adoption was June 2022. If there are no objections it can re-adopted tonight. Superintendent noted it is Ms. LaPlante's recommendation to re-adopt it. A question was raised regarding the policy. Ms. Cloutier-Cabral reviewed it is our investment policy; 3 main objectives of investment activities shall be safety, liquidity and yield. She read section 1. It goes over how they are making investments and what they are allowed to do and not to do. It is a policy put out by NHSBA and she believes it is a required policy. By re-adopting this, it is a policy that works and allows us to continue doing what we have been doing.

A MOTION was made by Ms. Cloutier-Cabral SECONDED by Mr. Mannarino to re-adopt DFA-Investment Policy.
Voting: via roll call vote, all aye; motion carried.

VIII. POLICIES

a. 2nd Read

i. JLCB-Immunizations of Students

Ms. Cloutier-Cabral reviewed this is the 2nd read of this policy regarding immunizations of students. It is a recommended policy and there are several polies related to it, which she reviewed. She notes we usually have 3 readings prior to adopting. Superintendent added sometimes we would adopt after a 2nd read. Ms. Cloutier-Cabral asked if there were any questions. None heard.

A MOTION was made by Ms. Cloutier-Cabral SECONDED by Ms. Foss to adopt JLCB-Immunizations of Students as written.
Voting: via roll call vote, all aye; motion carried.

ii. BBBF-Student Board Members

Ms. Cloutier-Cabral reviewed this is a new policy to us and she believes every Board in the State of NH. Some of the things that we have been looking at closely are the dates of the election and terms for student board members. She read this section (B). She reviewed the law says student members are expected to attend all board meetings; I don't know how we could enforce that. The students do not vote but should have an active exchange throughout the meeting. This is the 2nd read of the policy and believes it should come back for a 3rd read to be sure there are no questions. When we present it to the students, we will present the expectation that they would attend each meeting. A suggestion was made to amend section D to include "whenever possible". Ms. Cloutier-Cabral would like to see that however it is the language in the RSA. It was noted since we have 2 student members, as long as one attends it should be ok. Ms. Cloutier-Cabral is not sure about that as the statute says it has to be a HS student. We are adding a MS student but the state does not require it. We may need clarification on that. It was noted then we would need 2 HS students. Ms. Cloutier-Cabral responds it is something we can ask. It is hard to ask HS students to be at every meeting. We will get clarification before we will vote. This will return for a 3rd read.

iii. IMC-Controversial Speakers and Programs

Ms. Cloutier-Cabral reviewed this policy concerns controversial speakers and programs. We made some changes to the language, in section 2 we struck out "email" and added "electronic communication". If we are able to send notice via text that may be better. She read section 2 in full. Notice should go to parents of students attending (not the whole

school if it is not applicable). She suggests to have a 3rd read on this although is not opposed to adopting it tonight. Ms. Anzalone voiced we had started to ask about using PowerSchool and forms, if we could use that as a way to get notice out to parents. Superintendent responded we did research it but there is an added significant cost associated. Ms. Cloutier-Cabral noted we are looking to change platforms, which may have more capability. Superintendent added that might be 2 years out. Ms. Anzalone suggested adding "multiple electronics, email, text etc." to be sure that you are capturing everyone. Mr. Lavoie expressed we did make the change to electronic communication which gives administration the ability to use anything they feel is necessary. This is the only change we made to it, section 2, and feels we can adopt it tonight. He feels it is pretty straightforward. Mr. Mannarino agrees and by keeping the language we have, it would work even if we changed platforms. Mr. LoVerme questioned if a student is 18 years old and the parent says they cannot attend what happens because the student is legally an adult. Superintendent responded it is a tricky one; we would probably have a meeting with the parents because legally the student is emancipated and if the student wants to make independent decisions without parents, they can. He doesn't want to call it a gray area but legally they are 18 but he would always want to talk to the parent. There are a lot of things involved when the student turns 18, it is more than just listening to a speaker even if the parent opposes and he gave examples. Assistant Principal Gosselin added it is a gray, there are other things going into that. We talked about looking at that over the summer. She gave examples of some situations such as medications; there are a lot of layers when the student turns 18.

A MOTION was made by Mr. Lavoie and SECONDED by Mr. LoVerme to adopt policy IMC Controversial Speakers and Programs as written.
Voting: via roll call vote: all aye, motion carried.

b. 3rd Read

i. BEDH-Public Participation at Board Meetings

Ms. Cloutier-Cabral reviewed this policy goes over participation at board meetings and what the rules are regarding participating such as public comment. We struck out some language in section 2; she read this section. She believes the function of striking that language is because it says it "may be extended by a majority vote of the Board". It can be on a case-by-case basis but in order to run a functional meeting especially meetings where we will have student participation, we don't want it to be overtaken at the beginning by comments that could have us going very late and get in the way of us doing business. Chairman Golding noted it was a great idea to strike it; we had a couple of meetings last year that went well over 45 minutes. Ms. Anzalone spoke of having the students go first so that if we run over they still are able to report out. Ms. Cloutier-Cabral responded that was the other thought of having it be on a case by case basis, is that we will be consider those kinds of factors when we will be having comment and public will know when there is extra time to speak. Chairman Golding noted that will be harder if we will have students having to stay for the whole meeting. Ms. Anzalone spoke that the other thing we talked about is to make sure when we open up public comment to reference the policy. Ms. Cloutier-Cabral agreed it is good practice to reference the policy every time before public comment. Chairman Golding asked that once adopted, Ms. Fowler add that to the bottom of the public comment. Ms. Cloutier-Cabral confirms this is the 3rd read; there are no changes to the policy.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Foss to adopt policy BEDH-Public Participation at Board Meetings as written.
Voting: via roll call vote, all aye; motion carried.

IX. COMMITTEE REPORTS

i. Facilities Committee

Mr. Allen reported the committee met on May 1. Ms. Cloutier-Cabral was elected as Vice Chair. There was a long discussion about the CIP, how to use it, what should it look like, budgeting philosophy etc. We presented several samples of CIP's. After all of that, since the Business Administrator is the one who manages it and deals with it on a day to day basis we asked her to take all the information we provided, take what the Board desires as a format and create what she feels is easiest to use and transparent to the public. Tell the story of the past and future and bring that to the June 5 meeting. Mr. Fran Bujak presented a sample governing policy. This will take more work and we want to get into things that are black and white for both the CIP and policy so that we have clear guidelines as to what should be on the CIP, how things come on and off the CIP, and hoping to avoid some issues we had in the past when things were removed. In addition, what does the Budget Committee do, what does Facilities Committee do, what does the Board do etc. A lot of that was from members of the public attending. We had good attendance; they were concerned with a lack of transparency, mostly about things going on and off the CIP and where we are with projects. We are hoping it will be something that the Board will review, make corrections they see necessary and become an

official document, a working tool to help Ms. LaPlante better manage projects with transparency and where we are in the process of projects etc. We will discuss that at the next meeting, June 5 at LCS.

ii. Finance Committee

Mr. Allen reported he submitted minutes; we elected Mr. LoVerme as Chairman and Mr. Allen was elected Vice Chair. Mr. Post and Superintendent were present; we had a big discussion on what we viewed the role of the Finance Committee to be. Ms. LaPlante brought up how the committee was formed to deal with a budget cut at the district meeting several years ago. Without any real clear purpose or direction, no task or purpose for the committee, we recommended to shut down the committee and remand it back to the Board for discussion as to what they want to do moving forward, what do you want a committee, what is the role, what is the purpose etc. We had a great discussion from Ms. LaPlante who made some suggestions of what she thinks it should be and he has some suggestions as well. If Ms. LaPlante is willing and agrees and if Mr. LoVerme agrees we can send it out to the whole board and put it on the agenda to discuss and decide if we agree with the proposal. No objection heard to add this to the next agenda, Finance Committee-Scope and Purpose.

- **BATHROOM COMMITTEE**

Ms. Cloutier-Cabral reviewed that they had their final meeting on May 5. Mr. Buroker presented 3 bids for vape detectors. Some vape detectors have shown to help curve behavioral events within the school bathrooms, the detectors have been shown to detect vaping although also have shown to have false positives. Some can also detect a raucous that is louder than usual. Mr. Buroker explained the benefits and pitfalls of each to the committee and we would like to present these at the next meeting. The committee agreed to recommend to the Facilities Committee and Board to request bids for an architect for the locker rooms so that plans can be made for remodeling. The committee has no special recommendation for how the locker rooms should look other than it needs to be safe, up to code and meet ADA requirements. The committee also supports hiring a SRO (School Resource Officer) to further curb behavioral episodes in the schools while promoting a positive relationship with the police while also assisting the local police and administration in keeping the schools safe. She confirms the detectors should detect smoke and vaping. The false positives can be from running hot water etc. Finding out there is nothing, (no vaping etc.) is better than not finding something dangerous. Mr. LoVerme questioned why the committee feels we need to hire an architect. Ms. Cloutier-Cabral responded at the Facilities Committee and prior board meetings, Mr. Erb let us know we needed it to design the locker rooms and they are not ADA compliant and we need them to be. If we remodel it, it will change the structure and would remove the showers. We don't need 3-4 showers, they are not used but we want a shower to be available and we were told it requires an architect. We want to give them the power to do it if that is what they need so it can be worked on. Mr. LoVerme wants to see in writing that in order to do the renovations it requires an architect. Superintendent will provide this at the next meeting. He believes we do not need an architect but we want to do it right and optimize the space. We are concerned about the ADA compliance regarding making that turn, there are plumbing issues and electrical issues we need to correct; he believes the best way to do it is to have an architect for a very small project in the limited space and have a blue print in place for Mr. Erb to start getting contractors and services. He will bring it up on June 13 and we can research it. Maybe we don't, maybe it is the worst-case scenario, but he wants to do it right. He will talk to Ms. LaPlante again and come back on June 13 to talk about the need for an architect. Mr. Allen knows we discussed it before Ms. LaPlante reviewed her position as to why she felt we needed it and believes the Board may have voted to provide funds for this he is 99% sure. Ms. Cloutier-Cabral does not believe it was a motion but knows it was discussed for up to $10,000. A question was raised if there was a discussion about looking to individualize the showers, are they looking at a certain amount of space. Ms. Cloutier-Cabral voiced that is part of it, we don't have an ADA shower, we need two, one for each and are looking to make it more private. It is something they are looking at. The idea of the architect is also to make sure the measurements are right, it is a tight space. We want to be sure it is utilized right and the space is safe.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Anzalone to hire an architect for the locker rooms, funding up to $10,000.

Mr. LoVerme noted if it passes, he still wants to see the documentation.

Voting: via roll call vote, eight ayes, one nay from Mr. LoVerme; motion carried.

Ms. Cloutier-Cabral voiced that the function of the Bathroom Committee was thought of by a lot of people as looking at bathroom design but it was not, the committee's function was more about the behavioral piece and how do we help administrators manage behaviors in private spaces. One of the things they think would be really helpful is

the SRO. She knows the Strategic Planning Committee will be working on the SRO and the committee wanted to put our support behind it. Mr. Lavoie voiced issues have come up a couple times and that position is something we want to start talking about, he wants to add it to the agenda for an upcoming meeting. Chairman Golding noted it is planned for an upcoming meeting. Superintendent confirms the Police Chief will do a presentation on June 13.

X. RESIGNATIONS / APPOINTMENTS / LEAVES

a. FYI-Resignation end of yr. Erin Stewart-FRES Elementary Teacher

b. FYI-Resignation end of yr. Amalia Traffie-WLC MS English Teacher

c. FYI-Resignation end of yr. Alison Bowman-WLC HS English Teacher

Superintendent reviewed the resignations.

- **FYI-Transfer-Valarie Bemis-W.I.N. Coordinator.**

Superintendent reviewed the transfer of Ms. Bemis from 1st grade to W.I.N. Coordinator.

- **Appointment-Tyler Kiliulis-HS Math Teacher**
- **Appointment-Ben Thyng-MS Science Teacher**
- **Appointment- Jessica Radloff-5th Grade Teacher**
- **Appointment-Emeria Longval-3rd Grade Teacher**

Superintendent reviewed the recommendations for appointment. He spoke of each candidate's nomination. Superintendent confirms the salary for Masters, Step 1 is $41,000.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Mr. Mannarino to accept the nomination and appoint Tyler Kiliulis, HS Math Teacher at WLC, Masters, Step 1, salary of $41,000.
Voting: via roll call vote, eight ayes; one nay from Mr. LoVerme (due to salary being too low), motion carried.

A MOTION was made by Mr. Mannarino and SECONDED by Ms. Cloutier-Cabral to accept the nomination and appoint Ben Thyng, MS Science Teacher at WLC, Bachelors, Step 1, salary of $38,000.

Superintendent noted it would be increasing difficult to find candidates moving forward.

Voting: via roll call vote, eight ayes; one nay from Mr. LoVerme (due to salary being too low), motion carried.

A MOTION was made by Mr. Lavoie and SECONDED by Ms. Foss to accept the nomination and appoint Jessica Radloff, 5th Grade Teacher at FRES, Bachelors, Step 1, salary of $38,000.
Voting: voting roll call vote, eight ayes; one abstention from Chairman Kofalt, motion carried.

A question was raised what grade Ms. Longval do her student teaching in. Superintendent does not have that but will email it out to the Board.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Foss to accept the nomination and appoint Emeria Longval, 3rd Grade Teacher at FRES, Bachelors, Step 1, salary of $38,000.
Voting: via roll call vote, eight ayes; one nay from Mr. LoVerme (due to salary being too low), motion carried.

Chairman Golding congratulated the new hires.

A question was raised how many resignations have we had overall for the end of the year. Superintendent believes we have at least 8 but it may be more. It is pretty high and it has been a challenge. He would like to say we will not have any more but it is a quite fluid situation not just here but at other schools as well. There are pages and pages of job openings for many areas in education. A question was raised how many open positions do we have. Superintendent responded we are finishing up with kindergarten and 1st grade, we had good interviews this afternoon for MS science and HS English and he believes we are interviewing for the elementary counseling position tomorrow. We have offered that position to 2 candidates and they have both chosen to go to other districts. He confirms about 5 positions open. A question was raised how many support staff positions are open. Mr. Pratt confirms he has 5 open for paraprofessionals.

XI. PUBLIC COMMENTS

The public comment section of the agenda was read.

Mr. John Vanderhoof voiced he would be very surprised to learn that you actually had to have an architect to renovate locker rooms. He thinks if you hire a competent contractor who has done these kinds of renovations before you would not need an architect. If you did need an architect they could inform you of that and would probably have architects they work with. You allocated $10,000 for an architect and did not say where that money was coming from. You might want to clarify that. Policy IMC, he is referring to #2, he thinks it is a fairly narrow notification for the size of our school. If his student is in 7th grade and you are having a controversial speaker, coming to talk to 8th graders, my kid will hear about it and there will be questions. Maybe it would be better if it was a HS notification, MS school notification, something along that and you may want to add Board members to that group of notification. You might get a call you might not get a call but it would be nice to have a heads up so you know what is going on. Who is a controversial speaker, what is a controversial program, is there a definition you are going by, there is nothing listed in this policy and once you can answer that, who is responsible for applying that definition and deciding whether there is notification sent out. Chairman Golding asked the Superintendent to at some point to direct someone to answer those questions.

Ms. Tatiana Franko voiced she appreciates that the Board will have parents notified when there is a controversial speaker coming. She is very pleased the Board is moving to fix the locker room and bathrooms and addressing the smoking issues in the bathrooms with detectors, and addressing the student vandalism and behavioral issues and that it is looking to adding in a resource officer. She wants to commend all those who are working hard towards those ends.

Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment.

Ms. Mary Golding thanked the Board for another great meeting. She congratulated Jessica Radloff, she had the pleasure of working with her, she is wonderful and we are very lucky to have her.

XII. SCHOOL BOARD MEMBER COMMENTS

Ms. Cloutier-Cabral wishes those who resigned well, it is hard to see them go and appreciates all they have put into our district. She welcomed the new hires. She wanted to recognize the staff that she sees at all the public events outside of school. She sees all the dedication to our students from "Wander Through Wilton", at book fairs, skating, baseball games, track meets and prom etc. There were staff at prom chaperoning but also staff there to just support the students take photos and watch them go inside. It is heartwarming to see all the support given to our kids.

Mr. Lavoie thanked the public for their continued interest, he is glad to see some of the enthusiasm has not died. He hopes after the election, they continue to voice their opinion, it is important.

Ms. Anzalone spoke regarding policy IMC. She voiced for Mr. Vanderhoof, it applies to any guest speaker not just controversial speakers; it is any speaker coming to the school.

Mr. LoVerme commented he had a conversation with Mr. Erb on the way in regarding replacing the curtain and motor and it got him thinking. We have a little bit of money and seemed to be spending it. For years, we have been talking about replacing the dishwasher. One of the things Mr. Erb said is because it is a high temperature machine; it gives off steam we now will have to invest in an exhaust system for it. He would like it on the agenda for the next meeting and have quotes. It will cost us more than $20,000.

Mr. Mannarino echoed Ms. Cloutier-Cabral's sentiments; those teachers will be sorely missed. He thanked them for everything they have done for our kids over the years. He recognized Emily Hall and the projects that she has with the student art at the Wilton Library. If you have not seen it, go down. He was really impressed with the student work and thanked Ms. Hall for putting it on.

Mr. Allen echoed Ms. Cloutier-Cabral's statements acknowledging the staff. It is amazing, as your kids get up there, the amount of time he spends at the school and there is always staff spending time just to support the kids and it is great. He thanked the public who have been attending the facilities and all the other committee meetings he appreciates the involvement. The more you know what is going on and the more input you have the better we are

able to serve the students and the public. He thanked the teachers leaving for their service, it stinks especially when you see names that your kids have had in our small community and loved. He wishes them the best and hopes they are moving on to bigger and better things. He congratulated the new hires, welcome aboard and is looking forward to what they will do in the coming years. He echoed Mr. Mannarino's shout out to Emily Hall. The stuff she does outside on her own time, the stuff she is doing at the library, in the community, and in the halls of school. It is nice to see teachers that are very passionate about their craft; very good at what they do and inspiring the students to take an interest whether it is art or math whatever the vocation may be.

Chairman Golding echoed the statements welcoming the new hires and it being sad to see those resigning go. He was happy to do the popcorn at FRES, glad Ms. Lavallee was his partner; he had a blast. The students were working hard and having a good time.

XIII. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C)

A MOTION was made by Mr. Mannarino and SECONDED by Mr. LoVerme to enter Non-Public Session to review the non-public minutes, discuss student matter RSA 91-A: 3 II (C) at 7:46pm.
Voting: via roll call vote, all aye; motion carried.

RETURN TO PUBLIC SESSION

The Board entered public session at 8:52pm.

A MOTION was made to seal the non-public session minutes by Mr. LoVerme and SECONDED by Mr. Mannarino.
Voting: via roll call vote, all aye; motion carried.

XIV. ADJOURNMENT

A MOTION was made by Mr. LoVerme and SECONDED by Mr. Lavoie to adjourn the Board meeting at 8:53pm.
Voting: via roll call vote, all aye; motion carried.

Respectfully submitted,
Kristina Fowler

DRAFT

Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

192 Forest Road Lyndeborough, NH 03082
603-732-9227

Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

TO: The WLC School Board
FROM: Peter Weaver
DATE: May 31, 2023
RE: Nomination for 1st Grade Teacher

Please accept this as the nomination of Laura Seale as a 1st Grade Teacher for FRES. Ms. Seale has been working at Francestown Elementary School from 2015-2022 as a Kindergarten Teacher and more recently as a long-term substitute Kindergarten Teacher at Mt. Pleasant Elementary School. Ms. Seale has a Bachelor of Arts Degree in Elementary Education from New England College. A principal she worked with said one of her strengths is her understanding of how kids learn and that she has strong communication skills. Another said she is an amazing educator who inspires others by using a positive, yet calm approach to motivate students.

There were eighteen applicants for this position. The budgeted salary for this position is $49,100. I recommend a motion to appoint Laura Seale as a 1st Grade Teacher at FRES at a salary of $46,100, Bachelors, Step 7.

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Laura Elizabeth Seale

54 West Street Milford, New Hampshire 03055
603 801 0270 leseale@comcast.net

Education

New England College
Henniker, New Hampshire
Bachelor of Education
Major: Elementary Education
Attended August 1991 to May 1994
Degree conferred May 1994

New England College
Henniker, New Hampshire
Bachelor of Education
Major: Elementary Education
Attended August 1991 to May 1994
Degree conferred May 1994

Experience

Mt. Pleasant Elementary School Nov 2022 - Apr 2023
Long term Substitute Kingergarten Teacher
Nashua, NH

Supervisor: Amanda Cirrone (603 966-2400)
Experience Type: Public School, Full-time
It is **OK** to contact this employer

Francestown Elementary School Sep 2015 - Oct 2022
Kindergarten Teacher
Francestown, NH

Reason for leaving: The superintendent decided to combine the kindergarten and first grade classes. Unfortunately two teachers weren't needed anymore.
Supervisor: Beth Gibney (603 547-2976)
Experience Type: Public School, Full-time
It is **OK** to contact this employer

Additional Information

I have a love of running. I coached several seasons of Girls on the Run and would be happy to do so again.

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Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

TO: The WLC School Board
FROM: Peter Weaver
DATE: June 1, 2023
RE: Nomination for Kindergarten Teacher

Please accept this as the nomination of Kirsten Rourke as a Kindergarten Teacher for LCS. Ms. Rourke has been a Student Teacher at Monadnock School District since January 2023. She has been working as a Project KEEP Leader, an afterschool program within Keene School District, and has served as a Title 1 Paraprofessional. Ms. Rourke has a Bachelor of Science in Elementary Education with a dual degree in Sociology. Her supervising teacher said she was always well prepared, on time and professional throughout her teaching experience in her Kindergarten classroom. She has a caring, respectful manner making both staff and students feel confident in her abilities as a classroom teacher.

There were twelve applicants for this position. The budgeted salary for this position is $41,600. I recommend a motion to appoint Kirsten Rourke as a Kindergarten Teacher at LCS at a salary of $38,000, Bachelors, Step 1.

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Kirsten Nancy Rourke

134 Davis Street, Apt 12B Keene, New Hampshire 03431
(603) 321-8001 rourkekirsten@gmail.com

Education

Keene State College
Keene, New Hampshire
Teacher Certification Program
Major: Elementary Education and Sociology
GPA: 2.952
Attended September 2018 to May 2023
Degree conferred May 2023

Alvirne High School
Hudson, New Hampshire
GPA: 3.000
Attended September 2014 to June 2018
Degree conferred June 2018

Experience

Monadnock School District Jan 2023 - Present
Student Teacher
Swanzey, NH
I develop appropriate instruction in all content areas and promote learning for the diverse learners of my kindergarten classroom. I have gained experience taking on the role as lead teacher. I developed professional skills by attending workshops, special education meetings, staff meetings, parent teacher conferences and school sponsored events.

Supervisor: Kate Ells ((603) 352-6955)
Experience Type: Student Teaching, Full-time
It is **OK** to contact this employer

Keene School District Sep 2021 - Present
Project KEEP Leader
Keene, NH
Responsible for the day-to-day supervision, safety, and well-being of children enrolled in the Project KEEP afterschool program while, encouraging positive daily interactions and communication among and with students, parents, and staff.

Supervisor: Estefania Long ((603) 357-0088)
Experience Type: Public School, After school/Evening
It is **OK** to contact this employer

Keene School District Sep 2022 - Dec 2022
Title I Paraprofessional
Keene, NH
Tutored and assisted children individually and in small groups to reinforce learning concepts and promote academic progress.

Reason for leaving: My reason for leaving this position at Wheelock Elementary School was to finish my bachelors degree and pursue student teaching.
Supervisor: Estefania Long ((603) 357-9005)
Experience Type: Public School, Part-time
It is **OK** to contact this employer

Monadnock School District- Cutler Elementary School Jan 2022 - May 2022
Methods II Field Experience
Swanzey, NH
In this position, I developed engaging curriculum in the area of math and science for my class of third graders. I took on the role of co-teacher during my time at Cutler Elementary School. I tried on many different classroom management techniques and gained experience with behavior management.

Supervisor: Carrah Fisk ((603) 352-6955)
Experience Type: Student Teaching, Part-time
It is **OK** to contact this employer

Monadnock School District- Troy Elementary School Sep 2021 - Dec 2021
Methods I Field Experience
Troy, NH
In my position at Troy School, I practiced developing lessons in the content areas of literacy and social studies with my fourth grade class. In this experience, I worked with my cooperating professional to help students dive back into full time classroom learning after the pandemic. I assisted students that were struggling with certain skills.

Supervisor: Erica Holyoke ((603) 352-6955)
Experience Type: Student Teaching, Part-time
It is **OK** to contact this employer

Adult Learning Center Sep 2016 - Mar 2020
Group Leader at Afterschool Program
Nashua NH
Planned and led engaging activities for small groups and provided assistance as needed in helping students to complete homework assignments during the daily homework help club.

Reason for leaving: My reason for leaving my postition at Florence Rideout Elementary School was school closing down in March of 2020 due to the pandemic.
Supervisor: Lois Parsons ((603) 339-2386)
Experience Type: Other, After school/Evening
It is **OK** to contact this employer

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Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

TO: The WLC School Board
FROM: Peter Weaver
DATE: May 31, 2023
RE: Nomination for HS English Teacher

Please accept this as the nomination of John Thomas as a HS English Teacher for WLC. Mr. Thomas has been working at Cherokee High School in Canton, Georgia since 2006 as an English Teacher. Mr. Thomas has a Master of Education. He has also taught night school as an English Teacher for 6 years. His Department Head at Cherokee High School said he is going to be a bright spot in the faculty and they are sad to see him go. He works hard to help all kids.

There were six applicants for this position. The budgeted salary for this position is $45,500. I recommend a motion to appoint John Thomas as a HS English Teacher at WLC at a salary of $69,200, Masters, Step 18.

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John Anthony Thomas II

105 WestChester Crossing Canton, Georgia 30115
7708533703 jathomas1970@yahoo.com

Education

Piedmont College
Demorest, Georgia
Master of Education
Major: English Education, **Minor:** none
GPA: 4.000
Attended June 2009 to July 2010
Degree conferred July 2010

Experience

Cherokee High School Jul 2006 - Jun 2023
English teacher
Canton, GA
I teach American Literature to 11th graders all day. I have been teaching American Literature for 15 years. I have taught British Literature for 12 years and I taught 9th grade Honors English for two years. I enjoy teaching.

Reason for leaving: I am still there. I will hopefully be moving to Massachusetts this summer, so I am looking for employment at one of the local high schools.
Supervisor: Rodney Larotta (7707215300)
Experience Type: Public School, Full-time
It is **OK** to contact this employer

Night school English teacher

I teach night school English at Mountain Education Charter School in Woodstock, Georgia. I have taught there for almost three years. Before that I taught night school for three years at Polaris Night School for Cherokee County. I have also coached travel softball for girls for three years while my daughter played on the team. I also coached little league baseball for four years while my son played.

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Kristie LaPlante
Business Administrator

TO: The WLC School Board
FROM: Peter Weaver
DATE: May 31, 2023
RE: Nomination for HS English Teacher

Please accept this as the nomination of Dawn Hall as a HS English Teacher for WLC. Ms. Hall has been working as an English Teacher and Reading Tutor since 2011 at Bishop Guertin High School. Ms. Hall has a Master of Arts in Teaching from Rivier College. The Department Chair said her curriculum is top notch and very well developed and one of her strengths is her relationships with kids and colleagues.

There were six applicants for this position. The budgeted salary for this position is $46,100. I recommend a motion to appoint Dawn Hall as a HS English Teacher at WLC at a salary of $56,700, Masters, Step 12.

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Mont Vernon, NH 03057-1428 | 603-582-9574 | dawnmhall@gmail.com

DAWN HALL

PROFESSIONAL SUMMARY

Passionate and experienced English Teacher dedicated to creating and implementing engaging instruction to meet diverse student needs. Designs and plans daily lessons that motivate and engage students to think critically about the world they live in and develop skills to successfully navigate and interpret their digital world. Seeks active collaboration with colleagues to share best practices, optimize student success, and foster professional growth. Dedicated to providing a safe and creative learning environment that promotes empathy, encourages students to develop their unique voices, and honors differing perspectives and learning styles.

SKILLS

- Lesson Planning
- Grammar Rules
- Student Records Management
- Group and Individual Instruction
- Analyzing and Interpreting Literature
- Creative and Expository Writing
- Providing a Positive Learning Environment
- Tutoring
- Digital Literacy
- Verbal and Written Communication
- Patience and Persistence
- Teacher Collaboration

WORK HISTORY

ENGLISH TEACHER AND READING TUTOR 11/2011 to Current
Bishop Guertin High School, Nashua, NH

- Taught and revised freshman English curriculum through ongoing peer collaboration and research.
- Implemented our in-school Reading Tutor program and served as reading tutor for struggling students.
- Worked with other teachers and counselors to support struggling students and provide thorough help to ensure student success.
- Designed and taught Media Studies elective curriculum.
- Designed and taught Creative Writing elective curriculum.
- Taught World Literature curriculum at the sophomore level.
- Taught American Literature at the junior level.
- Evaluated and graded students' essays, projects and exams.
- Developed and implemented course materials, lecture notes and assignments.
- Employed visual and auditory approaches to make lessons more interesting and interactive for students.
- Facilitated group discussions to explore works of literature and media-related topics, and promoted critical thinking and Socratic discourse.
- Provided online resources to supplement traditional course materials.
- Utilized multimedia strategies and technology to convey information in fresh and interesting ways.

- Proactively communicated with families and guidance counselors to support struggling students.
- Assessed student progress and provided feedback to improve performance and establish academic success.
- Attended department meetings to develop and update course curricula, share best practices, and discuss how best to meet student needs.
- Participated in professional development opportunities to stay current on best teaching practices and literature trends.
- Provided grades and progress reports to evaluate student learning needs.
- Advocated for student needs through active communication with guidance counselors and administrators
- Served as lead for the Mental Health Task Force to promote student well-being
- Engaged in departmental committees to develop and review existing policies, such as the NEASC School Safety Committee.
- Served as moderator of student clubs such as the Fashion Club, the Cardinal News, the Community Action Club, and the Shakespeare Club.

EDUCATION

Rivier University, Nashua, NH
M.A.T. , English, 05/2011

University of New Hampshire, Durham, NH
Bachelor of Arts, English Teaching

Milford Area Senior High School, Milford, NH
High School Diploma

Licenses & Certifications
06/2021
- State of NH Experienced Educator License

ADDITIONAL CERTIFICATIONS

Certified 200-hour yoga teacher and Social-Emotional Learning facilitator (SEL*F) through Breathe for Change, a wellness program for educators.

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Director of Student Support Services

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Business Administrator

TO: The WLC School Board
FROM: Peter Weaver
DATE: June 6, 2023
RE: Nomination for FRES School Counselor

Please accept this as the nomination of Samuel Metivier as the School Counselor for FRES. Mr. Metivier has served as a teacher at Kamphaenghet & Bangkok School District in Thailand and at Kreiva Academy Charter School in Manchester. Mr. Metivier has a Bachelor of English and Masters of Education in School Counseling. He also has worked as a paraprofessional and a Senior Youth Support Specialist.

There were eight applicants for this position. The budgeted salary for this position is $44,000. I recommend a motion to appoint Samuel Metivier as the School Counselor at FRES at a salary of $45,500, Masters, Step 5.

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Samuel Metivier

183 Bruce RD Manchester, New Hampshire 03104
603-703-6438 smetivier3@gmail.com

Education

Plymouth State University
Plymouth, New Hampshire
Master of Education
Major: School Counseling
GPA: 3.870
Credit Hours: 48
Attended May 2021 to July 2023 *(expected completion)*
Degree conferred August 2023

Plymouth State University
Plymouth, New Hampshire
Bachelor of Arts
Major: English, **Minor:** Writing
GPA: 3.020
Attended August 2012 to May 2016
Degree conferred May 2016

Experience

Lincoln Street Elementary Jan 2023 - Jun 2023
Student
Exeter, NH
.Completed over 600 hours under the supervision of a professional school counselor.
.Developed a social skills group for two third grade students.
.Led a social skills group for 3rd, 4th, and 5th grade students.
.Led classroom lessons that prompted academic and social emotional needs.
.Participated in regular IEP/504 meetings.

Reason for leaving: End of program
Supervisor: Christine Clifford ((603) 775-8800)
Experience Type: Student Teaching, Full-time
It is **OK** to contact this employer

Southside Middle School Jan 2023 - May 2023
Student
Manchester
.Developed class lessons, activities, and provided 1:1 services for special education class.
.Classroom instruction to 5th-8th grade students.
.Participated in 504 planning meetings, exposure to students with behavior issues and plans.

Reason for leaving: Last 2 weeks of my internship spent at Lincoln Street Elementary
Supervisor: Debra Castonguay ((603) 624-6359)
Experience Type: Student Teaching, Part-time
It is **OK** to contact this employer

Spaulding High School Sep 2022 - Dec 2022
Student
Rochester, NH
Practicum: Spaulding High School- Rochester, NH. ~August 2022- December 2022~
.Provided individual and crisis counseling for two 9th grade students on a rotating basis.
.Supported Seniors with the college application process.
.Assisted administrative meetings, educational conferences, and workshops in order to maintain and improve professional competency.

Reason for leaving: End of program
Supervisor: Katherine Newnegin ((603) 332-0757)
Experience Type: Student Teaching, Part-time
It is **OK** to contact this employer

Mental Health Center of Greater Manchester Jun 2022 - Aug 2022
Supervisor
Manchester, NH
.Coordinated activities and supervised a group of sixty 6-12 year old students.
.Responded rapidly to parents' concerns with telephone calls and emails.
.Completed end-of-summer evaluations for divisional staff.
.Collaborated with 6 fellow counselors to coordinate major camp events.

Reason for leaving: End of program
Supervisor: Jeanna Still ((603) 668-4111)
Experience Type: Professional/Work, Full-time
It is **OK** to contact this employer

The Holderness School Aug 2021 - May 2022
Teacher
Holderness, NH
.ESL instructor for 9th-12th grade international students.
.Supported and instructed students on grammar, speech, conversational skills, and English related assignments.

Reason for leaving: I was also enrolled in three classes in the school counseling program. I wanted all of my focus to be on that.
Supervisor: Peter Durnan ((603) 536-1257)
Experience Type: Professional/Work, Part-time
It is **OK** to contact this employer

Manchester School District’s 21st Century Program Jun 2021 - Aug 2021

Mentor/Student Aid
Manchester, NH
.Provided leadership to campers in all areas and acted as a role model in all areas of camp activities, including cleanliness, punctuality, chores, rules, and sportsmanship.
.Planned, coordinated, and executed activities while guiding campers in personal growth and daily living skills.
.Maintain accurate program records, including incident reports, logs, and daily attendance reports.

Reason for leaving: End of program
Supervisor: Alexandrea Proulx ((603) 624-6300)
Experience Type: Professional/Work, Full-time
It is **OK** to contact this employer

Kamphaengphet & Bangkok School District Jun 2020 - Jun 2021
Teacher
Thailand
.ESL instructor working with 1st-6th grade students- Kamphaengphet, Thailand.
.ESL instructor working with kids and adults. Modulo Learning Center- Bangkok, Thailand.
.Developed lesson plans and activities on English grammar, speech, and literacy.

Reason for leaving: Back to the states
Supervisor: Julien Michaud the CEO of Modulo Language School (02-252-7282; 092-707-2323)
Experience Type: Professional/Work, Full-time
It is **OK** to contact this employer

Parkside Middle School Sep 2020 - Apr 2021
Paraprofessional
Manchester
.Autism paraprofessional 5th-8th grade students.
.Implemented behavior redirection methods to address problematic issues.
.Managed classroom activities and redirected problematic behavior.
.Monitored student progress and behavior.
.Assessed students' needs and reported to the instructor.
.Documented student progress, obstacles and academic milestones for parents and faculty.

Reason for leaving: New job opportunity
Supervisor: Scott Szuksta ((603) 624-6356)
Experience Type: Professional/Work, Full-time
It is **OK** to contact this employer

Kreiva Academy Charter School Aug 2018 - May 2019
Teacher
Manchester
.Designed and implemented project based curriculum for 6th-grade students.
.Met with parents/guardians to discuss their children's progress, advise them on using community resources, or teach skills for dealing with student's impairments. Prepare, administer, or grade tests or assignments to evaluate students' progress.
.Supported students' social and emotional development, encouraging understanding of others and

positive self-concepts.

Reason for leaving: Thailand
Supervisor: Kylene Normandin ((603) 232-7974)
Experience Type: Professional/Work, Full-time
It is **OK** to contact this employer

Easterseals Feb 2017 - Apr 2018
Senior Youth Support Specialist
Manchester, NH
.Teaching students with autism to relate in a socially appropriate manner through the use of daily routines and activities.
.Providing emotional support and crisis intervention to clients which included non-violent physical interventions.
.Ensuring communication and liaison between group home, school, family and the community.
.Maintaining reports such as statistics, logbooks, daily activities on residents.

Reason for leaving: New job opportunity
Supervisor: Gina Bishop ((603) 623-8863)
Experience Type: Professional/Work, Full-time
It is **OK** to contact this employer

Manchester Community College Aug 2017 - Feb 2018
Student Teaching
Manchester
This was an internship position I had before teaching English in Thailand. This was a great opportunity to learn approaches to teaching, lesson planning, and classroom instruction.This position gave me the skills and confidence to work with ESL students in Thailand.

Reason for leaving: School
Supervisor: Carrie Powell ((603) 206-8000)
Experience Type: Student Teaching, After school/Evening
It is **OK** to contact this employer

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Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

To: Becky Hawkes
FROM: Peter Weaver
DATE: June 6, 2023
RE: Resignation

In accordance with Policy GCQC:

"A resignation by a licensed employee who is under contract to the school should be submitted to the Superintendent. Said resignation of a licensed employee may take effect on a date approved by the Superintendent acting as agent of the School Board.

I am in receipt of your email dated June 5 that you intend to resign your position as Elementary Teacher effective the end of this school year.

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