Readopt with amendment Ed 508.02, effective 10-5-20 (Document #13102), to read as follows:

Ed 508.02 School Psychologist.

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

(1) Completion of any state board of education approved school psychology program at ~~the doctoral, certificate of advanced graduate study, specialist, or~~a master's degree level or higher which includes an immersive, culminating experience in the area of licensure; 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. below; and

b. Experience in the role of ~~a supervised internship~~school psychologist 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) Notwithstanding requirements pursuant to Ed 505.06, an individual shall have a minimum of 40 semester hours at the graduate level encompassing the competencies of (d) below to qualify for a statement of eligibility (SOE).

(c) An individual pursuing licensure as a school psychologist shall comply with all state and federal laws and regulations pertaining to Medicaid.

(d) A candidate for licensure as a school psychologist shall have the following skills, competencies, and knowledge ~~in the following areas~~:

(1) ~~Practices that permeate all aspects of service delivery through:~~In the area of data-based decision making:

a. ~~Data-based decision making and accountability; and~~Conducting individual student assessments and using assessment findings to interpret and diagnose educational, behavioral, developmental, and other disorders;

b. ~~Consultation and collaboration;~~Facilitate educational treatment planning based on the factors in a. above for each individual student, which includes but is not limited to:

~~(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:~~

1.~~(i)~~ Intellectual ability;

2.~~(ii)~~ Cognitive processing;

3.~~(iii)~~ Academic achievement;

4.~~(iv)~~ Behavior;

5.~~(v)~~ Social and emotional functioning;

6.~~(vi)~~ Learning environments; and

7.~~(vii)~~ Adaptive functioning;

c. Employing a problem-solving framework for professional activities;

d. Collecting data from multiple sources for decision-making; and

e. Considering ecological factors in assessment and intervention;

(2) In the area of consultation and collaboration:

a. Understanding varied models and strategies of consulting;

b. Communicating effectively with diverse audiences such as families, teachers, other school personnel, policy makers, and community leaders;

c. Using a consultative problem-solving process to promote effective implementation of services;

(3) In the area of academic interventions and instructional supports:

a. Understanding influences on academic skills and human learning processes; and

b. Collaborating to use assessment and data collection methods to implement and evaluate evidence-based services supporting academic skills;

(4) In the area of mental and behavioral health services and interventions:

a. Understanding influences on mental and behavioral health and behavioral impacts on learning; and

b. Collaborating to design, implement, and evaluate evidence-based services promoting resilience and positive behavior, supporting socialization and adaptive skills, and enhancing mental and behavioral health;

(5) In the area of school-wide practices to promote learning:

a. Understanding:

1. Systems structures, organization, and theory;

2. General and special education programming; and

3. Implementation science; and

b. Collaborating to develop and implement evidence-based strategies for safe, supportive, and effective learning environments, including but not limited to program monitoring and universal screening practices;

(6) In the area of services to promote safe and supportive schools:

a. Understanding principles and research related to:

1. Social-emotional well-being;

2. Resilience and risk factors in learning;

3. Mental and behavioral health;

4. Services in schools and communities to support multi-tiered prevention and health promotion; and

5. Evidence-based strategies for creating safe and supportive schools;

b. Promoting preventive and responsible services using multi-tiered systems of support (MTSS); and

c. Collaborating to implement effective crisis prevention, protection, mitigation, response, and recovery;

(7) In the area of family, school, and community collaboration:

a. Understanding principles and research related to:

1. Family systems and cultures; and

2. Supporting positive family influences on children's learning and mental health;

b. Facilitating family, school, and community partnerships and interactions to enhance academic and social-behavioral outcomes for children; and

c. Collaborating to design, implement, and evaluate services and respond to culture and context;

(8) In the area of equitable practices for diverse student populations:

a. Understanding individual differences and diversity including but not limited to factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, and socioeconomic status;

b. Implementing equitable services that demonstrate respect for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; and

c. Providing professional services that promote effective functioning for all populations;

(9) In the area of research and evidence-based practice:

a. Knowledge of research design, statistics, and data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings;

b. Evaluating and applying research for service delivery; and

c. Using various techniques and technology resources for data collection and analysis to support effective practices at the individual group, and system levels; and

(10) In the area of legal, ethical, and professional practice:

a. Providing services consistent with ethical, legal, and professional standards;

b. Engaging in responsive ethical and professional decision-making;

c. Applying professional work characteristics needed for effective practice, including but not limited to interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, and respect for human diversity; and

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

~~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;~~

df. 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.~~

Appendix I

Rule	**Statute**
Ed 508.02	RSA 21-N:9, II(s); RSA 186:8, IV; RSA 186:11, X(a)