TABLE OF CONTENTS

INTRODUCTION .................................................................

DEFINITION OF TERMS ...................................................

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

GUIDING PRINCIPLE I.1. AUTONOMY AND SELF-DETERMINATION

Standard I.1.1 When Consent is/is not Required

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

Standard I.1.3 Seeking Informed Consent

Standard I.1.4 Assent

Standard I.1.5 Right to Refuse or Withdraw Consent

GUIDING PRINCIPLE I.2. PRIVACY AND CONFIDENTIALITY

Standard I.2.1 Sensitive Information

Standard I.2.2 Boundaries of Confidentiality

Standard I.2.3 Consent for Release of Information

Standard I.2.4 Need to Know

Standard I.2.5 Privacy Related To Sexual Orientation And Gender Identity And Expression
Standard I.2.6 Privacy of Health Information

GUIDING PRINCIPLE I.3. FAIRNESS AND JUSTICE . . .

Standard I.3.1 Discrimination

Standard I.3.2 Correcting Discriminatory Practice

BROAD THEME II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

GUIDING PRINCIPLE II.1. COMPETENCE

Standard II.1.1 Practice in Area of Competence

Standard II.1.2 Personal Problems

Standard II.1.3 Continuing Professional Development

GUIDING PRINCIPLE II.2. ACCEPTING RESPONSIBILITY FOR ACTIONS

Standard II.2.1 Accuracy of Documents

Standard II.2.2 Progress Monitoring

Standard II.2.3 Appropriateness of Recommendations

Standard II.2.4 Responsibility for Graduate Students’ Work

GUIDING PRINCIPLE II.3. RESPONSIBLE ASSESSMENT AND INTERVENTION PRACTICES

Standard II.3.1 Considerations Prior to Disability Determination

Standard II.3.2 Assessment Techniques

Standard II.3.3 Instrument Selection

Standard II.3.4 Normative Data

Standard II.3.5 Digital Administration and Scoring

Standard II.3.6 Variety of Sources of Data
Standard II.3.7 Comprehensive Assessment

Standard II.3.8 Validity and Fairness

Standard II.3.9 Interpreters

Standard II.3.10 Recommendations Based on Existing Records

Standard II.3.11 Interpretation of Results

Standard II.3.12 Intervention Selection

Standard II.3.13 Parental Involvement in Intervention Planning

Standard II.3.14 Student Assent for Assistance

GUIDING PRINCIPLE II.4. RESPONSIBLE SCHOOL-BASED RECORD KEEPING

Standard II.4.1 Notification of Rights and Responsibilities Regarding Records

Standard II.4.2 Comprehensive Records

Standard II.4.3 Inclusion of Sensitive Information in Records

Standard II.4.4 Right to Inspect Records

Standard II.4.5 Test Protocols

Standard II.4.6 Access to Records by School Personnel

Standard II.4.7 Electronic Record Keeping

Standard II.4.8 Sole Possession Records

Standard II.4.9 Retention of Records

GUIDING PRINCIPLE II.5. RESPONSIBLE USE OF MATERIALS

Standard II.5.1 Test Security

Standard II.5.2 Use of Restricted Materials

Standard II.5.3 Intellectual Property
BROAD THEME III: HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

GUIDING PRINCIPLE III.1. ACCURATE PRESENTATION OF PROFESSIONAL QUALIFICATIONS

Standard III.1.1 Accurate Presentation of Professional Qualifications

Standard III.1.2 Correcting Misperceptions

Standard III.1.3 Affiliation and Experience

Standard III.1.4 Graduate Programs

Standard III.1.5 Accuracy of Marketing Information

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

Standard III.2.1 Explanation of Services to Clients

Standard III.2.2 Role Definition in Collaborative Work

Standard III.2.3 Priority of Child Welfare

Standard III.2.4 Conflicts of Loyalties

GUIDING PRINCIPLE III.3. RESPECTING OTHER PROFESSIONALS

Standard III.3.1 Cooperation with Other Professionals

Standard III.3.2 Referrals to Other Professionals

Standard III.3.3 Altering Reports

GUIDING PRINCIPLE III.4. INTEGRITY IN RELATIONSHIPS

Standard III.4.1 Relationship Impact on Professional Effectiveness

Standards III.4.2 Multiple Relationships and Limited Alternative Services
Standard III.4.3 Harassment and Exploitation

Standard III.4.4 Sexual Relationships

GUIDING PRINCIPLE III.5 CONFLICTS OF INTEREST

Standard III.5.1 Private vs Professional Conduct

Standard III.5.2 Separation of Personal Beliefs

Standard III.5.3 Personal Beliefs and Service Provision

Standard III.5.4 NASP Leadership

Standard III.5.5 Disclosure of Financial Interest

Standard III.5.6 Referrals and Remuneration

Standard III.5.7 Remuneration for Data Sharing

Standard III.5.8 Practice in Both Public and Private Settings

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

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

Standard IV.1.1 Effective Participation in Systems

Standard IV.1.2 Promoting Systems Change

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

Standard IV.2.1 Understanding Systems Parameters
Standard IV.2.2 Intersection of Law and Ethics

Standard IV.2.3 Conflicts between Law and Ethics

Standard IV.2.4 Participation in Public Discourse

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

Standard IV.3.1 Application of Ethical Principles

Standard IV.3.2 Resolution of Concerns with Colleagues

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

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

Standard IV.4.1 Graduate Program Directors

Standard IV.4.2 Graduate Student Supervisors

Standard IV.4.3 Supervisor Responsibility

Standard IV.4.4 Graduate Faculty

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

Standard IV.5.1 Conducting Research

Standard IV.5.2 Protecting the Rights of Research Participants

Standard IV.5.3 Anonymity of Data

Standard IV.5.4 Accuracy of Data

Standard IV.5.5 Replicability of Data
INTRODUCTION

The National Association of School Psychologists’ (NASP) vision is that all children and youth access the learning, behavior, and mental health support needed to thrive in school, at home, and throughout life. The core purpose of NASP 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 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 practical 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 among home, school, and the community. School psychologists support children, youth, families, and schools through the identification of appropriate evidence-based education and mental and behavioral health services for all children and youth; implementation of professional practices that are data driven and culturally competent; 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 Standards for Graduate Preparation of School Psychologists, the Standards for the Credentialing of School Psychologists, the Model for Comprehensive and Integrated School Psychological Services (also known as the NASP Practice Model), and the Principles for Professional Ethics, provide a unified set of national principles that guide graduate education, credentialing, professional practice and services, and ethical behavior of school psychologists. NASP’s professional standards undergo review and revision approximately every 10 years, following a multi-year process including input from internal and external stakeholders, and eventual review and approval by NASP’s leadership.

The NASP Principles for Professional Ethics is designed to be used in conjunction with the NASP Standards for Graduate Preparation of School Psychologists, Standards for the Credentialing of School Psychologists, and Model for Comprehensive and Integrated School Psychological Services to provide a unified set of national principles that guide graduate education, credentialing, professional practices, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists’ services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP’s 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.
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 Psychologist Certification System (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. The duty to educate children and the legal authority to do so rests with state governments. When school psychologists employed by a school board 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 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.

The Principles for Professional Ethics, like all codes of ethics, provide 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 of 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 effect 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, education law generally requires parent notice of their legal rights in the school setting, a signed consent form to establish a school psychologist-client relationship, 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 by problem solving with others and through positive, respected, and legal channels. If 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. Subsequently, school psychologists work to facilitate change in policies and practices to those that better align with ethical standards.

The Principles for Professional Ethics provide 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 impact their credibility and diminish trust in school psychologists.

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 administrative and supervisory. The principles in this code should be considered by school psychologists in their ethical decision making regardless of role and employment setting. However, this revision of the code, like its precursors, focuses on the special challenges associated with providing school psychological services in 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 law 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. The four broad ethical themes subsume ethical guiding principles. Each guiding principle is then further articulated by multiple specific standards of conduct. The broad themes, corollary guiding principles, and enforceable standards are to be considered in decision making. NASP will seek to enforce the ethical standards for specific professional conduct that appear in the Principles for Professional Ethics with its
members and school psychologists who hold the Nationally Certified School Psychologist (NCSP) credential in accordance with NASP’s Ethical and Professional Practices Board Procedures (2018). Regardless of role, clientele, or setting, school psychologists should reflect on the theme and intent of each ethical principle and standard to determine its application to his or her individual situation.

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 thus have a duty to not only avoid ethics code violations, but 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 NASP 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:** A child, as defined in law, generally refers to a minor, a person younger than the age of majority. Although this term may be regarded as demeaning when applied to teenagers, it is used
in this document when necessary to denote minor status. The term student is used when a less
precise term is adequate.

Informed Consent: Informed consent means that the person giving consent has the legal authority
to make a consent decision, a clear understanding of what it is he or she is consenting to, and that
his or her 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 Vs. 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 contracted by the schools on a per case or consultative basis. Private practice
occurs when a school psychologist enters into an agreement with a client(s) rather than an educational agency to provide school psychological services and the school psychologist’s fee for services is the responsibility of the client or his or her 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. 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 parent 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 parent consent as long as the resulting interventions
are under the authority of the teacher and within the scope of typical classroom interventions.

Parent consent is not ethically required for a school-based school psychologist to review a student’s educational records, conduct classroom observations, assist in within-classroom interventions and progress monitoring, or to participate in educational screenings conducted as part of a regular program of instruction. Parent 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 parent 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 non-classroom therapeutic intervention. (See definition of Informed Consent in Definitions)

I.1.2a. It is ethically permissible to provide psychological assistance without parent 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 parent notice or consent for one or several meetings to establish the nature and degree of the need for services and assure the child is safe and not in danger. It is ethically permissible to provide services to mature minors without parent 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 parent consent, the school psychologist obtains parent 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 parent 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 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 the student understands what is being offered, honors the student’s
stated choice, and guards against overwhelming the student with choices he or she does not wish 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 if shared with third parties. When school psychologists receive a report from a non-school professional that includes information 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 client 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
or legal guardian (or 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, student assent is obtained prior to disclosure of his or her confidences to third
parties, including disclosures to the student’s parents.

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 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.

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 training 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, training 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. School psychologists understand that self-care is an important component of professional effectiveness and engage in activities that promote professional effectiveness through personal wellness.

Standard II.1.3 Continuing Professional Development

School psychologists engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, 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 multi-disciplinary 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 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 are responsible for the work of their supervisees.

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 utilize 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 child 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 or 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 child being evaluated. School psychologists ensure that their supervisors are informed about the importance of utilizing the most currently available version of published instruments.

Standard II.3.5 Digital Administration and Scoring

When using digitally-administered assessments (e.g., computers, tablets, virtual reality), computer-assisted scoring and/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.
Standard II.3.7 Comprehensive Assessment

Consistent with education law and sound professional practice, school psychologists ensure that children 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 utilize 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 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 appropriate to the presenting problems and that are 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 includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family and 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.
School psychologists safeguard the privacy of school psychological records and ensure parent access to the records of their own children.

Standard II.4.1 Notification of rights and responsibilities regarding records
School psychologists ensure parents and adult students are notified of their rights regarding creation, modification, storage, and disposal of psychological and educational 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 educational 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 Inclusion of Sensitive Information in Records
School psychologists include only documented information from reliable sources in school psychological records. They do not store private information about students or their families that is not needed for the provision of services.

Standard II.4.4 Right to Inspect Records
School psychologists ensure that parents have appropriate access to the psychological and educational records of their child. Parents have a right to access any and all information that is used to make educational decisions about their child.

Standard II.4.5 Test Protocols

School psychologists respect the right of parents to inspect, but not necessarily to copy, their child’s answers to school psychological test questions, even if those answers are recorded on a test protocol. School psychologists understand that parents’ rights to examine their child’s 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 parent 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 private notes (i.e., sole possession records) to use as a memory aid that are not accessible to others. However, any and all information that is used to make educational decisions about a student is part of the student’s educational 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 regarding the storage and disposal of school psychological records that are consistent with law and sound professional practice. They advocate for school district policies and practices that: safeguard the security of school psychological records while facilitating appropriate parent access to those records; identify time lines for the periodic review and disposal of outdated school psychological records that are consistent with law and sound professional practice; seek parent or other appropriate permission prior to the destruction or deletion of obsolete school psychological records of current students; and, ensure that obsolete school psychology records are destroyed or deleted in a way that the information cannot be recovered. In addition, they advocate for a school service delivery system in which working (not final) drafts of documents are not stored as student educational 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. Unless otherwise required by law or district policy, school psychologists provide parents with the opportunity to inspect and review their child’s test answers rather than providing them with copies of their child’s test protocols. On parent request, it is permissible to provide copies of a child’s 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, training, experience, and certification and licensing credentials are accurately represented to clients, recipients of services, and others.

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 training 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 that exceeds that which has actually been achieved. When submitting application to credentialing, licensing or certification boards (e.g., National School Psychology Certification Board), school psychologists accurately report their training 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 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 non-clinical 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 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 non-school 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 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

School psychologists practicing in rural and remote communities may find it difficult to avoid multiple relationships. 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 in professional effectiveness, whether these conflicts are financial or personal belief systems.

Standard III.5.1 Private vs. Professional Conduct

The Principles for Professional Ethics provide 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 impact upon 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 best practices.

Standard III.5.3 Personal Beliefs and Service Provision

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, they ask for reassignment of the case to a different school psychologist or direct the client to alternative services and facilitates the transition of the 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 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

A school psychologist’s financial interests in a product (e.g., tests, computer software, professional materials) or service can influence his or her objectivity or the perception of his or her objectivity regarding that product or service. 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 also engage in the provision of private practice services (dual setting practitioners) recognize the potential for conflicts of interests 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 available 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 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 private practice services to the parents or family members of a student eligible to attend a school or special school program where the practitioner is currently assigned unless these services are not available in the school setting.

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

III.5.8g. 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 schools and strive to reform systems-level patterns of injustice. School psychologists who participate in public discussion forums, both in person and electronic, 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 law 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.

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 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 other clients. They advocate for school policies and practices that are in the best interests of children and that 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 Systems Parameters

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

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 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 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 to monitor their own conduct and the conduct of other school psychologists to ensure 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 NCSPs 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 actions, school psychologists respond to ethical complaints personally 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 assure 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
the 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 provide fair and timely evaluation and constructive supervision for their
supervisees. In addition, they advocate for optimal working conditions and continuing
professional development opportunities for their supervisees.

Standard IV.4.4 Graduate Faculty and Field Supervisors
School psychologists who are faculty members at universities or who supervise graduate
education field experiences apply these ethical principles in all work with school psychology
graduate students. In addition, they promote the ethical practice of graduate students by
providing specific and comprehensive instruction, feedback, and mentoring.

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

To improve services to children, 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 training 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 in-service 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.
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.

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.

And they lived ethically ever after.
Standard IV.1.1 Effective Participation in Systems
Standard IV.1.2 Promoting Systems Change
Standard IV.2.4 Participation in Public Discourse

Assent
Standard I.1.4 Assent
Standard I.2.3 Consent for Release of Information
Standard II.3.14 Student Assent for Assistance
Standard IV.5.2 Protecting the Rights of Research Participants

Assessment
Standard II.1.1 Accuracy of Documents
Standard II.3.1 Considerations Prior to Disability Determination
Standard II.3.2 Assessment Techniques
Standard II.3.3 Instrument Selection
Standard II.3.4 Normative data
Standard II.3.5 Digital Administration and Scoring
Standard II.3.6 Variety of Sources of Data
Standard II.3.7 Comprehensive Assessment
Standard II.3.8 Validity and Fairness
Standard II.3.9 Interpreters
Standard II.3.11 Interpretation of Results
Standard II.5.2 Use of Restricted Materials
Standard III.3.3 Altering Reports

Classification
Standard II.3.1 Considerations Prior to Disability Determination
Standard II.3.7 Comprehensive Assessment
Standard II.3.8 Validity and Fairness
Standard III.3.1 Cooperation with Other Professionals

Competence
Standard II.1.1 Practice in Area of Competence
Standard II.1.3 Continuing Professional Development
Standard II.5.2 Use of Restricted Materials
Standard III.1.1 Accurate Presentation of Professional Qualifications
Standard III.1.2 Correcting Misperceptions
Standard III.1.1 Affiliation and Experience
Standard III.2.1 Explanation of Services to Clients

Confidentiality
Standard I.1.3 Seeking Informed Consent
Standard I.2.2 Boundaries of Confidentiality
Standard I.2.3 Consent for Release of Information
Standard I.2.4 Need to Know
Conflicts of interest
1045
Standard III.4.2 Multiple Relationships Impact on Professional Effectiveness
1046
Standard III.4.3 Multiple Relationships and Limited Alternative Services
1047
Standard III.5.1 NASP Leadership
1048
Standard III.5.2 Disclosure of Financial Interests
1049
Standard III.5.3 Referrals and Remuneration
1050
Standard III.5.4 Remuneration for Data Sharing
1051
Standard III.5.5 Practice in Both Public School and Private Settings
1052
Conflicting loyalties
1054
Standard III.2.4 Conflicts of Loyalties
1055
Standard III.4.3 Multiple Relationships and Limited Alternative Services
1056
Consent
1058
Standard I.1.1 When Consent is/is not Required
1059
Standard I.1.2 Consent to Establish a School Psychologist-Client Relationship
1060
Standard I.1.3 Seeking Informed Consent
1061
Standard I.1.5 Right to Refuse or Withdraw Consent
1062
Standard III.5.4 Remuneration for Data Sharing
1063
Standard IV.5.2 Protecting the Rights of Research Participants
1064
Consultation
1066
Standard I.1.1 When Consent is/is not Required
1067
Standard II.3.12 Intervention Selection
1068
Continuing professional development
1070
Standard II.1.3 Continuing Professional Development
1071
Cooperation/coordination
1073
Standard III.2.2 Role Definition in Collaborative Work
1074
Standard III.3.1 Cooperation with Other Professionals
1075
Standard IV.1.1 Effective Participation in Systems
1076
Counseling
1078
Standard I.1.2 Consent to Establish a School Psychologist-Client Relationship
1079
Standard II.3.12 Intervention Selection
1080
Standard III.3.1 Cooperation with Other Professionals
1081
Crises
Standard I.1.2 Consent to Establish a School Psychologist-Client Relationship
Standard I.2.2 Boundaries of Confidentiality

Cultural and Linguistic Diversity (CLD)
Standard II.3.8 Validity and Fairness
Standard II.3.9 Interpreters

Discrimination
Standard I.3.1 Discrimination
Standard I.3.1 Correcting Discriminatory Practices
Standard I.3.3 Access and Benefit

Diversity
Standard I.3.1 Discrimination
Standard I.3.1 Correcting Discriminatory Practices
Standard II.3.8 Validity and Fairness
Standard II.3.9 Interpreters
Standard II.3.13 Parental Involvement in Intervention Planning

Dual-setting practitioners
Standard III.5.5 Practice in Both Public School and Private Settings

Ethical complaints
Standard IV.3.2 Resolution of Concerns with Colleagues
Standard IV.3.3 Cooperation with the Ethics and Professional Practices Board

Evidence-based practice
Standard II.1.3 Continuing Professional Development
Standard II.3.2 Assessment Techniques
Standard II.3.12 Intervention Selection
Standard III.4.4 Separation of Personal Beliefs
Standard IV.5.1 Conducting Research

Exploitation
Standard III.4.6 Harassment and exploitation

Fairness
Standard I.3.1 Discrimination
Standard I.3.1 Correcting Discriminatory Practices
Standard II.3.8 Validity and Fairness

FERPA
Standard I.2.1 Sensitive Information
Standard I.2.3 Consent for Release of Information
Standard I.2.4 Need to Know
Standard II.4.2 Comprehensive Records
Standard II.4.3 Inclusion of Sensitive Information in Records
Standard II.4.4 Right to Inspect Records
Standard II.4.5 Test Protocols
Standard II.4.6 Access to Records by School Personnel
Standard II.4.8 Sole Possession Records
Standard II.4.9 Retention of Records

Graduate students
Standard I.1.3 Seeking Informed Consent
Standard II.2.4 Responsibility for Graduate Students’ Work
Standard III.1.1 Accurate Presentation of Professional Qualifications
Standard III.1.2 Correcting Misperceptions
Standard III.1.1 Affiliation and Experience
Standard III.1.4 Graduate Programs
Standard III.3.3 Altering Reports
Standard III.4.6 Harassment and exploitation
Standard III.4.7 Sexual Relationships
Standard IV.4.1 Graduate Program Directors
Standard IV.4.2 Graduate Student Supervisors
Standard IV.4.3 Supervisor Responsibility
Standard IV.4.4 Graduate Faculty

HIPAA
Standard I.2.6 Privacy of Health Information
Standard II.4.7 Electronic Record Keeping

Informed choices
Standard I.1.3 Seeking Informed Consent
Standard II.3.3 Interpretation of Results
Standard III.2.1 Explanation of Services to Clients
Standard III.4.3 Multiple Relationships and Limited Alternative Services

Instruments/tests
Standard II.3.3 Instrument Selection
Standard II.3.4 Normative data
Standard II.3.5 Digital Administration and Scoring
Standard II.3.8 Validity and Fairness
Standard II.4.5 Test Protocols
Standard II.5.1 Test Security
Standard II.5.2 Use of Restricted Materials
Standard II.5.3 Intellectual Property

Interns
Standard I.1.3 Seeking Informed Consent
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1174</td>
<td>Standard II.2.4 Responsibility for Graduate Students’ Work</td>
</tr>
<tr>
<td>1175</td>
<td>Standard III.1.1 Accurate Presentation of Professional Qualifications</td>
</tr>
<tr>
<td>1176</td>
<td>Standard III.1.2 Correcting Misperceptions</td>
</tr>
<tr>
<td>1177</td>
<td>Standard III.1.1 Affiliation and Experience</td>
</tr>
<tr>
<td>1178</td>
<td>Standard III.4.6 Harassment and exploitation</td>
</tr>
<tr>
<td>1179</td>
<td>Standard III.4.7 Sexual Relationships</td>
</tr>
<tr>
<td>1180</td>
<td>Standard IV.4.2 Graduate Student Supervisors</td>
</tr>
<tr>
<td>1181</td>
<td>Standard IV.4.3 Supervisor Responsibility</td>
</tr>
<tr>
<td>1182</td>
<td>Standard IV.4.4 Graduate Faculty</td>
</tr>
<tr>
<td>1183</td>
<td>Interpretation of results</td>
</tr>
<tr>
<td>1184</td>
<td>Standard II.3.3 Instrument Selection</td>
</tr>
<tr>
<td>1185</td>
<td>Standard II.3.5 Digital Administration and Scoring</td>
</tr>
<tr>
<td>1186</td>
<td>Standard II.3.6 Variety of Sources of Data</td>
</tr>
<tr>
<td>1187</td>
<td>Standard II.3.8 Validity and Fairness</td>
</tr>
<tr>
<td>1188</td>
<td>Standard II.3.11 Interpretation of Results</td>
</tr>
<tr>
<td>1189</td>
<td>Interpreters</td>
</tr>
<tr>
<td>1190</td>
<td>Standard II.3.9 Interpreters</td>
</tr>
<tr>
<td>1191</td>
<td>Intervention</td>
</tr>
<tr>
<td>1192</td>
<td>Standard I.1.1 When Consent is/is not Required</td>
</tr>
<tr>
<td>1193</td>
<td>Standard II.2.2 Progress Monitoring</td>
</tr>
<tr>
<td>1194</td>
<td>Standard II.3.12 Intervention Selection</td>
</tr>
<tr>
<td>1195</td>
<td>Standard II.3.13 Parental Involvement in Intervention Planning</td>
</tr>
<tr>
<td>1196</td>
<td>Standard II.3.14 Student Assent for Assistance</td>
</tr>
<tr>
<td>1197</td>
<td>Standard III.3.1 Cooperation with Other Professionals</td>
</tr>
<tr>
<td>1198</td>
<td>Laws vs. ethical principles</td>
</tr>
<tr>
<td>1199</td>
<td>Standard IV.2.2 Intersection of Law and Ethics</td>
</tr>
<tr>
<td>1200</td>
<td>Standard IV.2.3 Conflicts between Law and Ethical Principles</td>
</tr>
<tr>
<td>1201</td>
<td>LGBTQ</td>
</tr>
<tr>
<td>1202</td>
<td>Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression</td>
</tr>
<tr>
<td>1203</td>
<td>Standard I.3.1 Discrimination</td>
</tr>
<tr>
<td>1204</td>
<td>Standard I.3.1 Correcting Discriminatory Practices</td>
</tr>
<tr>
<td>1205</td>
<td>MTSS</td>
</tr>
<tr>
<td>1206</td>
<td>Standard II.3.1 Considerations Prior to Disability Determination</td>
</tr>
<tr>
<td>1207</td>
<td>Multiple relationships</td>
</tr>
<tr>
<td>1208</td>
<td>Standard III.4.2 Multiple Relationships Impact on Professional Effectiveness</td>
</tr>
<tr>
<td>1209</td>
<td>Standard III.4.3 Multiple Relationships and Limited Alternative Services</td>
</tr>
<tr>
<td>1210</td>
<td>Standard III.4.5 Personal Beliefs and Service Provision</td>
</tr>
<tr>
<td>1211</td>
<td>Standard III.5.5 Practice in Both Public School and Private Settings</td>
</tr>
</tbody>
</table>
Multiple roles
Standard III.2.4 Conflicts of Loyalties
Standard III.4.3 Multiple Relationships and Limited Alternative Services
Standard III.5.5 Practice in Both Public School and Private Settings
NCSP
Standard III.1.1 Affiliation and Experience

Need to know
Standard I.2.4 Need to Know
Standard II.4.6 Access to Records by School Personnel

Parental involvement
Standard I.1.1 When Consent is/is not Required
Standard I.1.3 Seeking Informed Consent
Standard I.1.5 Right to Refuse or Withdraw Consent
Standard II.3.11 Interpretation of Results
Standard II.3.13 Parental Involvement in Intervention Planning

Parental notification
Standard I.1.1 When Consent is/is not Required
Standard III.4.3 Multiple Relationships and Limited Alternative Services

Peer monitoring
Standard IV.3.1 Application of Principles
Standard IV.3.2 Resolution of Concerns with Colleagues

Plagiarism
Standard IV.5.8 Plagiarism
Standard IV.5.9 Acknowledging Contributors
Standard IV.5.10 Review of Manuscripts and Proposals

Practicum students
Standard I.1.3 Seeking Informed Consent
Standard II.2.4 Responsibility for Graduate Students’ Work
Standard III.1.1 Accurate Presentation of Professional Qualifications
Standard III.1.1 Affiliation and Experience
Standard III.1.2 Correcting Misperceptions
Standard III.4.6 Harassment and exploitation
Standard III.4.7 Sexual Relationships
Standard IV.4.2 Graduate Student Supervisors
Standard IV.4.3 Supervisor Responsibility
Standard IV.4.4 Graduate Faculty

Presentations
Standard III.5.2 Disclosure of Financial Interests
Standard IV.5.3 Anonymity of Data
Standard IV.5.4 Accuracy of Data
Standard IV.5.5 Replicability of Data
Standard IV.5.6 Correction of Errors
Standard IV.5.7 Integrity of Publications
Standard IV.5.8 Plagiarism
Standard IV.5.9 Acknowledging Contributors
Standard IV.5.10 Review of Manuscripts and Proposals

Privacy
Standard I.2.1 Sensitive Information
Standard I.1.1 When Consent is/is not Required
Standard I.2.4 Need to Know
Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression
Standard I.2.6 Privacy of Health Information
Standard II.4.1 Notification of rights and responsibilities regarding records
Standard II.4.3 Inclusion of Sensitive Information in Records
Standard II.4.6 Access to Records by School Personnel
Standard II.4.8 Sole Possession Records
Standard II.4.9 Retention of Records
Standard IV.5.2 Protecting the Rights of Research Participants
Standard IV.5.3 Anonymity of Data
Standard IV.5.4 Accuracy of Data
Standard IV.5.5 Replicability of Data

Privileged communications
Standard I.2.1 Sensitive Information

Problem solving
Standard II.3.1 Considerations Prior to Disability Determination
Standard II.3.12 Intervention Selection
Standard III.2.2 Role Definition in Collaborative Work
Standard IV.2.3 Conflicts between Law and Ethical Principles
Standard IV.3.1 Application of Principles
Standard IV.3.2 Resolution of Concerns with Colleagues
Standard IV.3.3 Formal Resolution of Concerns

Products
Standard III.1.5 Accuracy of Marketing
Standard III.5.2 Disclosure of Financial Interests
Standard IV.5.9 Acknowledging Contributors

Professional conduct
Standard II.1.2 Personal Problems
Standard III.4.1 Private vs. Professional Conduct
Standard III.4.3 Multiple Relationships and Limited Alternative Services
Standard III.4.4 Separation of Personal Beliefs
Standard III.4.5 Personal Beliefs and Service Provision
Standard III.4.6 Harassment and exploitation
Standard III.4.7 Sexual Relationships
Standard IV.2.2 Intersection of Law and Ethics
Standard IV.2.3 Conflicts between Law and Ethical Principles
Standard IV.2.4 Participation in Public Discourse
Standard IV.3.1 Application of Principles

**Progress monitoring**
Standard I.1.1 When Consent is/is not Required
Standard II.2.2 Progress Monitoring

**Protocols**
Standard II.4.5 Test Protocols
Standard II.4.9 Retention of Records
Standard II.5.1 Test Security
Standard II.5.3 Intellectual Property
Standard III.5.5 Practice in Both Public School and Private Settings

**Psychological reports**
Standard II.2.1 Accuracy of Documents
Standard II.2.2 Progress Monitoring
Standard II.2.3 Appropriateness of Recommendations
Standard II.3.3 Instrument Selection
Standard II.3.5 Digital Administration and Scoring
Standard II.3.6 Variety of Sources of Data
Standard II.3.8 Validity and Fairness
Standard II.3.11 Interpretation of Results
Standard II.4.6 Access to Records by School Personnel
Standard II.4.9 Retention of Records
Standard III.3.3 Altering Reports
Standard IV.4.2 Graduate Student Supervisors

**Publications**
Standard III.1.5 Accuracy of Marketing
Standard III.5.2 Disclosure of Financial Interests
Standard IV.5.1 Conducting Research
Standard IV.5.3 Anonymity of Data
Standard IV.5.4 Accuracy of Data
Standard IV.5.5 Replicability of Data
Standard IV.5.6 Correction of Errors
Standard IV.5.7 Integrity of Publications
Standard IV.5.8 Plagiarism
Standard IV.5.9 Acknowledging Contributors
Standard IV.5.10 Review of Manuscripts and Proposals
Qualifications
Standard II.5.2 Use of Restricted Materials
Standard III.1.1 Accurate Presentation of Professional Qualifications
Standard III.1.2 Correcting Misperceptions
Standard III.1.5 Accuracy of Marketing
Standard III.2.1 Explanation of Services to Clients

Recommendations
Standard II.2.3 Appropriateness of Recommendations
Standard II.3.8 Validity and Fairness
Standard II.3.10 Recommendations Based on Existing Records
Standard II.3.12 Intervention Selection
Standard II.3.13 Parental Involvement in Intervention Planning
Standard II.3.14 Student Assent for Assistance
Standard III.4.4 Separation of Personal Beliefs

Reevaluations
Standard II.3.10 Recommendations Based on Existing Records

Referrals to outside agencies
Standard I.1.2 Consent to Establish a School Psychologist-Client Relationship
Standard I.1.5 Right to Refuse or Withdraw Consent
Standard II.1.1 Practice in Area of Competence
Standard II.2.2 Progress Monitoring
Standard II.3.13 Parental Involvement in Intervention Planning
Standard III.3.2 Referrals to Other Professionals
Standard III.4.2 Multiple Relationships Impact on Professional Effectiveness
Standard III.4.5 Personal Beliefs and Service Provision
Standard III.5.3 Referrals and Remuneration
Standard III.5.5 Practice in Both Public School and Private Settings

Release of information
Standard I.2.3 Consent for Release of Information

Research
Standard IV.5.1 Conducting Research
Standard IV.5.2 Protecting the Rights of Research Participants
Standard IV.5.3 Anonymity of Data
Standard IV.5.4 Accuracy of Data
Standard IV.5.5 Replicability of Data
Standard IV.5.6 Correction of Errors
Standard IV.5.7 Integrity of Publications
Standard IV.5.8 Plagiarism
Standard IV.5.9 Acknowledging Contributors
Standard IV.5.10 Review of Manuscripts and Proposals
Responsibility

Standard II.2.1 Accuracy of Documents
Standard II.2.3 Appropriateness of Recommendations
Standard II.2.4 Responsibility for Graduate Students’ Work
Standard III.1.5 Accuracy of Marketing
Standard III.4.3 Multiple Relationships and Limited Alternative Services
Standard IV.3.1 Application of Principles
Standard IV.3.2 Resolution of Concerns with Colleagues
Standard IV.3.3 Formal Resolution of Concerns
Standard IV.3.4 Resolution of Concerns with Other Professionals

Right to refuse

Standard I.1.4 Assent
Standard I.1.5 Right to Refuse or Withdraw Consent

School climate

Standard I.3.1 Discrimination
Standard IV.1.1 Effective Participation in Systems
Standard IV.2.1 Understanding Systems Parameters

Self-care

Standard II.1.2 Personal Problems
Standard III.4.1 Private vs. Professional Conduct

Sensitive health information

Standard I.2.6 Privacy of Health Information
Standard II.4.3 Inclusion of Sensitive Information in Records

Sexual harassment

Standard III.4.6 Harassment and exploitation
Standard III.4.7 Sexual Relationships

Sexual relationships

Standard III.4.6 Harassment and exploitation
Standard III.4.7 Sexual Relationships

Social justice

Standard I.3.1 Discrimination
Standard I.3.1 Correcting Discriminatory Practices
Standard I.3.3 Access and Benefit
Standard II.3.8 Validity and Fairness

Social media

Standard III.4.1 Private vs. Professional Conduct
Standard III.4.4 Separation of Personal Beliefs
Standard III.4.5 Personal Beliefs and Service Provision
Standard III.4.6 Harassment and exploitation
Standard IV.2.4 Participation in Public Discourse

**Sole possession/private notes**
Standard II.4.8 Sole Possession Records

**Student records**
General
Standard I.1.1 When Consent is/is not Required
Standard I.2.1 Sensitive Information
Standard II.2.1 Accuracy of Documents
Standard II.3.10 Recommendations Based on Existing Records
Standard II.4.1 Notification of rights and responsibilities regarding records
Standard II.4.2 Comprehensive Records
Standard II.4.8 Sole Possession Records
Standard III.3.3 Altering Reports
- Access to
  - Standard II.4.4 Right to Inspect Records
  - Standard II.4.5 Test Protocols
  - Standard II.4.6 Access to Records by School Personnel
  - Standard II.5.1 Test Security
- Disposal/Destruction of
  - Standard II.4.9 Retention of Records
- Storage of
  - Standard II.4.3 Inclusion of Sensitive Information in Records
  - Standard II.4.7 Electronic Record Keeping

**Supervision**
Standard I.1.3 Seeking Informed Consent
Standard II.1.1 Practice in Area of Competence
Standard II.2.2 Progress Monitoring
Standard II.2.4 Responsibility for Graduate Students’ Work
Standard III.1.1 Accurate Presentation of Professional Qualifications
Standard III.1.2 Correcting Misperceptions
Standard III.3.3 Altering Reports
Standard III.4.5 Personal Beliefs and Service Provision
Standard III.4.7 Sexual Relationships
Standard IV.2.4 Graduate Student Supervisors
Standard IV.4.3 Supervisor Responsibility
Standard IV.4.4 Graduate Faculty

**Systems-level reform**
Standard I.3.1 Discrimination
Standard I.3.1 Correcting Discriminatory Practices
Standard I.3.3 Access and Benefit
Standard IV.1.1 Effective Participation in Systems
Standard IV.1.2 Promoting Systems Change
Standard IV.2.1 Understanding Systems Parameters

Technology
Standard II.2.1 Accuracy of Documents
Standard II.3.2 Assessment Techniques
Standard II.3.5 Digital Administration and Scoring
Standard II.4.1 Notification of rights and responsibilities regarding records
Standard II.4.7 Electronic Record Keeping
Standard II.4.9 Retention of Records
Standard III.4.1 Private vs. Professional Conduct
Standard IV.2.4 Participation in Public Discourse

Test security
Standard II.4.5 Test Protocols
Standard II.5.1 Test Security
Standard II.5.3 Intellectual Property