

CODE OF ETHICAL CONDUCT



Revised Edition

June 2025

CASP Ethics Committee

This update reflects new guidelines and best practices

California Association of School Psychologists
Code of Ethical Conduct
Adopted by the CASP Board of Directors, June, 2025

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Preface

The California Association of School Psychologists (CASP) has a long history of guiding ethical practice within the profession. It is well known that California school psychologists have consistently recognized the importance of professional ethical standards tailored to the unique needs of California's diverse schools and students.

Since the first version, the CASP Code of Ethics (now call the Code of Ethical Conduct) has undergone numerous revisions, evolving alongside changes in our profession, educational practices, and ethical expectations. Notably, significant revisions occurred in the 1980s, 1990s, and early 2000s, with formal updates documented in 2002, 2003, 2004, 2006, 2007, 2012, 2020, and 2021. Each revision reflects the profession's commitment to staying current with emerging issues.

While each revision has responded to the challenges and complexities of its era, the foundational values envisioned from the earliest versions remain central: professional competency, confidentiality, ongoing professional growth, ethical assessment practices, and, above all, advocacy for the well-being of children. As we honor that legacy, it is important to remember the wisdom of Sue Goldman, a past CASP Ethics Specialist who held the position for decades. Sue often reminded school psychologists that ethical service delivery is ultimately grounded in becoming trusted, collaborative, and integral members of the school community.

This 2025 revised version continues the tradition of honoring the past, reflecting on the present, and preparing for the future.

Introduction

The California Association of School Psychologists (CASP) Code of Ethical Conduct serves as an extensive guide to the ethical responsibilities and professional conduct of school psychologists practicing within California. It establishes a foundation for ethical decision-making, taking steps to instill public trust and the delivery of high-quality psychological services to students, families, schools, and communities. By adhering to these principles and standards, school psychologists and those who practice in that capacity uphold the dignity, rights, and welfare of those they serve while advancing the integrity and efficacy of the profession.

The Code (as it is referred to in this document) acknowledges the complexities of ethical practice in diverse educational settings, emphasizing proactive ethical thinking, problem-solving, and a commitment to positive ethics. By joining CASP, members affirm their dedication to acting with integrity, professionalism, and respect for human dignity. This Code of Ethical Conduct is a living document that evolves alongside the profession, reflecting current research, technology, and societal changes to remain relevant and effective.

Applicability

The CASP Code of Ethical Conduct applies to all members of the California Association of School Psychologists, including licensed and credentialed psychological professionals who serve school-age youth, as well as other professionals who choose to align their practices with these principles. The Code is intended for use in diverse settings, including public schools, private schools, community organizations, and private practices.

1. Public and Private Educational Settings

The Code guides the ethical behavior of school psychologists in public schools, private institutions, and charter schools.

2. Professional Competence and Relationships

The Code sets expectations for maintaining competence, confidentiality, and respectful professional relationships with students, families, colleagues, and communities.

3. Technological and Innovative Practices

The Code provides direction for ethical considerations in emerging areas such as artificial intelligence, online learning, telehealth, and the use of digital tools in assessment and intervention.

4. Supervision and Training

The Code applies to school psychologists who supervise or mentor trainees, ensuring the ethical development of the next generation of professionals.

5. Research and Advocacy

The Code informs ethical conduct in research activities, publication, and advocacy efforts to advance policies that benefit students and families.

6. Private Practice

For those practicing independently as Licensed Educational Psychologists (LEPs), the Code outlines ethical standards for service delivery, advertising, and maintaining boundaries between private and public roles.

The CASP Code of Ethical Conduct is not a substitute for legal regulations or professional licensure requirements but serves as a complementary framework to guide ethical practice. It is expected that school psychologists familiarize themselves with applicable federal, state, and local laws and align their practices accordingly. When conflicts arise between legal mandates and ethical standards, school psychologists are encouraged to use ethical problem-solving models, consult with colleagues or the CASP Ethics Specialist, and prioritize the welfare of the students and families they serve.

This Code is designed to inspire excellence, foster accountability, and support school psychologists in navigating the ethical dimensions of their professional responsibilities. It serves as a vital resource for self-reflection, consultation, and continuous professional development in the dynamic field of school psychology.

Terminology

The CASP Code of Ethical Conduct uses terms in the common and contextual meanings. However, certain key terms are explicitly defined to promote clarity and ensure a consistent interpretation. These definitions help readers apply ethical standards with a shared understanding, reinforcing the integrity and practicality of the Code.

Artificial Intelligence (AI)

AI refers to generative AI computer systems that can perform tasks typically requiring human intelligence. This includes a category of AI that is designed to create novel content, whether it be text, images, video, audio, or other forms of media. This technology uses extensive datasets often based on machine learning to analyze existing data. Our definition is inclusive of automated and agentic systems as well as any future derivative technologies that aim to replicate or exceed human cognitive functions.

AI is a tool used by school psychologists to support, not replace, professional judgment. It assists with tasks such as automated scoring of assessments, pattern recognition in educational data, summarizing analyses, translation, and listing recommendations and interventions, to name a few.

Assessment

A comprehensive process of gathering information about a student's learning, behavior, social-emotional

functioning, and development using multiple methods and sources. Assessment includes but is not limited to standardized testing, observations, interviews, and review of records to make informed decisions about educational programming and interventions.

Cultural Responsiveness

The ability to recognize, understand, and respect cultural differences while delivering psychological services. This includes awareness of how culture impacts learning, behavior, and development; using culturally appropriate assessment tools; and interpreting results within the context of a student's cultural background.

Evaluation

The systematic process of analyzing and interpreting assessment data to make educational decisions, determine eligibility for special education services, and develop appropriate interventions. Evaluation involves synthesizing information from multiple sources to form professional judgments about a student's needs and capabilities.

Licensed Educational Psychologists

Mental health professionals licensed by the state, through a state examination, to provide psychological services in educational and private settings. LEPs specialize in identifying and supporting learning and developmental issues through assessment, counseling, and consultation. They typically work in private practice or agencies, complementing school-based services.

Scope of Competence

The professional knowledge, skills, and abilities required to provide effective services. While all school psychologists must meet basic professional standards, individual practitioners may develop different levels of expertise across various domains based on their experience, training, and professional development focus.

School Psychologist

A specialized professional who applies expertise in California Educational Code, education systems, mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, and other professionals to create safe, healthy, and supportive learning environments.

Scope of Practice

The range of services and activities that school psychologists are qualified to provide based on their training, credentials, and professional standards. This defines both the capabilities and limitations of professional practice, ensuring services are delivered ethically and within one's area of expertise.

Service Delivery

The framework and methods through which psychological services are provided in educational settings. This encompasses direct services (assessment, counseling, intervention) and indirect services (consultation, collaboration, program development) delivered through various models.

Testing

The administration of standardized instruments or procedures by qualified, trained professionals to measure specific abilities, skills, or characteristics. Testing requires specialized training in administration, scoring, and interpretation procedures to ensure validity and reliability. It is one component of the broader assessment process and includes cognitive tests, achievement tests, behavior rating scales, and other standardized measures. Only professionals with appropriate credentials and training should administer, score, and interpret psychological and educational tests to maintain test security and ensure accurate results.

Psychometric Properties

The technical and statistical properties of standardized psychological tools, including validity, reliability, and normative samples, as defined by AERA (2014).

Laws

CMIA

California Confidentiality of Medical Information Act (2013). A state law

FERA

Family Educational Rights and Privacy Act (1974). A federal Law

HIPAA

Health Insurance Portability and Accountability Act (1996). A federal law

HITECH

Health Information Technology for Economic and Clinical Health Act (2009). A federal law attached to HIPAA

General Principles

The General Principles outline the foundational values and ethical commitments that underpin the CASP Code of Ethical Conduct. These principles are aspirational and the core ideals that school psychologists should strive to achieve in their professional practice.

1. Respect for Dignity and Rights of Persons

School psychologists respect the inherent dignity and rights of every individual. This includes honoring the diverse cultural, linguistic, gender, and personal identities of students, families, and all stakeholders. They strive to provide unbiased services and avoid discriminatory practices.

2. Professional Competence and Responsibility

School psychologists maintain high standards of professional competence. They engage in ongoing professional development, recognize their own limitations, and seek consultation or referral when necessary to ensure the appropriate outcomes for those they serve.

3. Integrity in Professional Relationships

Honesty, transparency, and accountability guide all interactions. School psychologists build trust through clear communication and by adhering to ethical commitments, even in challenging circumstances. They avoid conflicts of interest and maintain professional boundaries.

4. Commitment to Ethical Decision-Making

Ethical decision-making is a dynamic process requiring consideration of the rights, needs, and welfare of students and families, as well as legal and institutional frameworks. School psychologists utilize problem-solving models and prioritize the well-being of the most vulnerable individuals.

5. Advocacy for Student Welfare

School psychologists serve as advocates for the mental health, learning, and developmental needs of students. They work to ensure safe, inclusive, and supportive environments that promote student success and well-being.

6. Promotion of Justice and Fairness

Fairness and equity guide the actions of school psychologists. They address systemic barriers to education and mental health services and strive to eliminate biases that hinder student success.

7. Commitment to Privacy and Confidentiality

School psychologists safeguard the confidentiality of all individuals they serve. They clearly communicate the limits of confidentiality and take necessary precautions to protect sensitive information, including when using technology.

8. Responsible Use of Technology

School psychologists integrate technology in their practice responsibly and ethically, ensuring it enhances service delivery without compromising the professional judgment, privacy, or rights of those served.

Standards

The CASP Code of Ethical Conduct is structured into seven broad sections of ethical standards, each delineating ethical standards that serve as a framework for guiding school psychologists in making informed and responsible ethical decisions. These standards provide direction for ethical professional conduct but are not intended to be exhaustive. Given the complexity and evolving nature of the field, it is impossible to anticipate every potential ethical dilemma that may arise. The absence of a specific conduct from these standards does not necessarily imply that the behavior is either ethical or unethical. Instead, school psychologists must engage in careful ethical reasoning and apply their professional judgment when navigating ambiguous situations.

These standards apply to all school psychologists, including those working in various settings as outlined in the Application of This Code section. Because multiple standards often overlap across sections, professionals should develop a comprehensive understanding of all ethical principles and standards, recognizing their interrelated nature. Those who ascribe to this code should be well-versed in its principles and standards to ensure ethical consistency in their practice.

Furthermore, these ethical standards should be applied in conjunction with the [NASP Ethical Decision-Making Model](#), federal and state laws, and organizational policies. Ethical decision-making requires school psychologists to integrate these frameworks, ensuring that their professional conduct aligns with legal mandates, evidence-based practices, and the highest standards of integrity in service to students, families, and educational communities.

Section 1: Scope of Competence

School psychologists uphold high standards of professional competence by providing services within their areas of training and experience. This section emphasizes the importance of continuous professional development, adherence to ethical standards and the laws of FERPA/HIPAA/CMIA (and others that pertain to the profession), and safeguarding confidentiality. School psychologists commit to maintaining transparency regarding their qualifications, correcting misconceptions, and refraining from conflicts of interest. They prioritize the welfare of students by ensuring informed consent, practicing confidentiality, and addressing ethical dilemmas through problem-solving models. Furthermore, they engage in ongoing self-assessment and professional growth, including the critical evaluation and ethical use of technologies like AI. By adhering to these principles and standards, school psychologists foster trust, reliability, and the effective delivery of psychological services.

1.01 Personal and Professional Limitations

- (a) School psychologists offer only those services that are within their individual area of training and experience. This should include practicing within the scope of practice for which they are employed, regardless of other credentials and/or licenses held. They must continually evaluate competencies and seek continuing professional development to support services with the welfare of those served in mind.
- (b) Competency levels, education, training, experience, certification, and licensing credentials are accurately represented to all those served in the school community.
- (c) School psychologists correct any misperceptions of their qualifications and do not represent themselves as specialists in a particular domain without verifiable training and supervised experience in the specialty.
- (d) School psychologists define the direction and nature of personal loyalties, objectives, and competencies. They refrain from involvement in any activity in which personal problems or conflicts may interfere with professional effectiveness and seek professional assistance to alleviate such problems and/or conflicts in professional relationships. They advise and inform all persons concerned of these differing commitments. When these commitments may influence a professional relationship, the school psychologist informs all concerned persons of relevant issues in advance and will withdraw from services when commitments conflict.
- (e) School psychologists do not guarantee outcomes as the result of their work.
- (f) School psychologists do not use affiliations with other professional persons or institutions to imply a level of professional competence different from that which has actually been achieved, or is relevant to their current role.
- (g) School psychologists are aware of their limitations and enlist the assistance of other professionals in a consultative or referred role, as appropriate. School psychologists engage in confidential case consultation when needed.
- (h) The maintenance of high standards of professional competence in any school psychology specialty is a responsibility that must be shared by all school psychologists. In the interest of the public and profession as a whole, school psychologists work to rectify any situations in which they become aware of practices likely to result in the offering of inferior professional work or the lowering of standards for psychological services.
- (i) School psychologists have a working knowledge of the CASP Code of Ethical Conduct and thoughtfully apply it to situations within their employment setting. School psychologists utilize professional problem-solving models to address issues. Ignorance or misapplication of an ethical principle is not a reasonable defense against a charge of unethical behavior.

1.02 Professional Growth

(a) School psychologists engage in continuing professional development to support the welfare of populations served. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools. They also understand that professional skill development beyond that of the novice practitioner requires well-planned continuing professional development and supervision.

(b) School psychologists will utilize assessment and counseling techniques, instruments, procedures, and methods that are consistent with accepted practice, recent research, and good clinical judgment.

(c) School psychologists recognize that their clients' needs are their primary responsibility. If some organizational practices are not beneficial or detrimental to the mental health of the population served, it is the psychologist's duty to consider whether they can contribute most by:

- 1) Remaining and working towards improvements through the appropriate channels;
- 2) Deciding whether the situation is serious enough to warrant the use of professional avenues for modifying objectionable practices;
- 3) Resigning if the detrimental practices cannot be modified by any of these procedures;
- 4) Referring cases to additional mental health providers as appropriate.

(d) School psychologists take the responsibility of informing school district personnel and supervisors/administrators of practices within the school district that are potentially detrimental to students, such as the misuse of instruments, inaccurate interpretation of findings/results, use of test instruments by inadequately trained personnel, or questionable counseling strategies.

(e) School psychologists are encouraged to pursue ongoing professional development specific to AI that enhances personal growth interventions. This includes staying informed about the latest AI research, advancements in AI relevant to school psychology, and ethical considerations related to AI use.

1.03 Confidentiality

A) Information Received

(a) School psychologists are aware of and adhere to current statutory and legal mandates, from a "do no harm" perspective in the following situations:

- 1) Understanding the confidential relationship between the school psychologist and the student/client, as well as the limits of confidentiality.
- 2) The requirement that all helping service professionals take appropriate and reasonable measures to protect the safety of their clients and the public. Such appropriate and reasonable measures may require disclosure of certain information when the school psychologist, using their best judgment, believes that:
 - (i) A student is about to harm themselves; or
 - (ii) The student reports potential harm to another; or
 - (iii) A student has been the victim of neglect, physical, or sexual abuse.

- (b) School psychologists inform students and other clients of the limits 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 promote client understanding and agreement regarding how sensitive disclosures will be handled.
- (c) School psychologists clearly and honestly discuss the limits of confidentiality related to students, parents and staff communication, situations of harm, and/or legal proceedings.
- (d) Regardless of personal beliefs, school psychologists respect the right to privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, race, religion, and/or immigration status. They do not share information about the sexual orientation or gender identity of a student (including minors), parent, or school employee with anyone without that individual's permission.
- (e) School psychologists provide assessment, counseling, and consultation services from an office or workspace that is adequate to ensure confidentiality, comfort, and reliability of data.
- (f) Ensure that any AI used in counseling or assessment maintains the confidentiality of the therapeutic or evaluative sessions. AI should not store or share confidential information beyond the scope required for its intended use.
- (g) School psychologists respect the confidentiality of information collected from other professional sources and make all attempts to maintain the security and confidentiality of this information.

B) Records

- (a) School psychologists respect the confidentiality of student records and promote ethical management consistent with applicable privacy laws (e.g., FERPA, HIPAA). Records, both paper and electronic, must be stored securely and accessed only by authorized individuals with legitimate educational interest and, when required, informed consent. Personal notes may be maintained as memory aids and should be kept separate and secure.
- (b) Parents and students, when appropriate, are informed by school psychologists of persons who have access to records and what those records would include.
- (c) School psychologists comply with all laws, regulations, and policies pertaining to the adequate storage and disposal of records to maintain appropriate confidentiality of information. Obsolete information will be shredded or otherwise destroyed before placement in recycling bins or trash receptacles.
- (d) Protocols that are utilized in the assessment process are not bound to copyright violations when entered into a student record. However, in order to maintain the confidentiality of test protocols and the need for professional training when interpreting data; it is recommended that school psychologists review the records with the requesting party to address any questions or concerns prior to releasing copies and release copies only when absolutely necessary. Parents do not have the right to inspect test materials that do not have student answers.
- (e) Private records should be maintained, in general, for 7 years after services are terminated or 7 years after the client turns 18. School psychologists should also consult district policies for maintenance of records. Private notes are those of the school psychologist and should be kept and/or destroyed at the termination of employment.

(f) School psychologists should consider arrangements for record keeping in the event of their death. Records should be maintained at the school site where staff would have access to the records. Provisions should be made for maintenance of personal records.

C) Shared Information

(a) School psychologists discuss information, including written reports or documents concerning students/clients, only with those individuals who have legitimate claim to such information. It is necessary to obtain written consent from parents/guardians prior to releasing or requesting information to or from any agency or individual. Public school districts may be an exception when a student has transferred with a written request from the receiving school district.

(b) School psychologists provide parents with information that will serve the best interests of their children and will be discreet and professional with information received from parents.

(c) School psychologists ensure that consultative conversations with school personnel, medical professionals, students, families, and other related professionals are conducted within the confines of confidentiality.

(d) School psychologists discuss with parents and adult students 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.

(e) The identity of persons involved is redacted when case materials are used for instruction, research, or media presentation by school psychologists unless prior written consent is obtained. All identifying information should be removed so the identity of individuals will remain confidential.

(f) Where possible, use anonymized or pseudonymized data in AI to reduce risks to confidentiality and privacy. This practice helps minimize the impact of any potential data breach and aligns with evidence-based practices in data protection.

(g) School psychologists inform parents of the nature of record usage during parent conferences and evaluations of the student/client. The rights of confidentiality and content of reports are shared.

(h) School psychological services for the purposes of diagnosis, treatment, or consultation services are provided only in the context of a professional relationship and are not given by means of newspaper articles, public lectures, radio, television, social media, or other media presentations. These services are to be distinguished from public awareness activities.

Section 2: Professional Relationships and Responsibilities

School psychologists are committed to fostering positive, ethical, and collaborative relationships with students, parents, colleagues, and the community. This section emphasizes their dedication to fairness, dignity, and justice while promoting cultural competency and non-discriminatory practices. By prioritizing the rights and welfare of students, engaging families, and collaborating effectively with colleagues, school psychologists strive to enhance educational and mental health outcomes. They uphold ethical guidelines in their professional interactions, maintain clear boundaries, and model ethical behavior in supervision and leadership roles. Through these practices, school psychologists contribute to creating inclusive, respectful, and supportive school climates.

2.01 Students

- (a) School psychologists are guided by an awareness of the personal nature of the evaluation. They perform in a manner that reflects a humanistic concern for dignity, personal integrity, and professional autonomy.
- (b) Regardless of personal beliefs, school psychologists respect each student with whom they are working and deal justly and impartially with each, regardless of the aforementioned characteristics.
- (c) School psychologists consider the student to be their primary responsibility and act as advocates of the student's rights and responsibilities.
- (d) School psychologists recognize the obligation to the student and respect their rights to enter, participate, or withdraw from services voluntarily. It is the responsibility of the school psychologist to discuss these student concerns, providing information regarding the benefits of services prior to termination of services.
- (e) School psychologists inform students about important aspects of their professional relationship. Students will be informed of the outcomes of assessment, counseling, and other services provided. The student shall also be informed regarding the use of collected information, persons who will receive specific information, and possible implications of the results. The sharing of information is formulated to fit the age, developmental level, maturity of the student, and the nature of the information.
- (f) School psychologists refrain from any activity in which conflicts of interest or multiple relationships with a student or a student's family may interfere with professional effectiveness. School psychologists attempt to resolve such situations in a manner that provides greatest benefit to the student. School psychologists whose personal views, religious beliefs, or commitments may influence the nature of their professional services or their willingness to provide certain services must inform clients and responsible parties of this fact. When personal beliefs, conflicts of interest, or 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 refer the client to alternative services.
- (g) School psychologists do not exploit clients, supervisees, colleagues, or graduate students through professional relationships or condone these actions by their colleagues. They do not participate in or condone harassment of clients, parents, colleagues, employees, trainees, supervisees, or research participants.
- (h) 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 current or former pupil-clients, parents, siblings, or any other close family members of current pupil-clients, or current consultees.

(i) School psychologists continually evaluate client progress and terminate services with a student if they are no longer benefiting from services or being harmed. School psychologists then determine the appropriate course of action for the student (e.g., referral).

2.02 Parents, Legal Guardians, and Appointed Surrogates

(a) School psychologists recognize the importance of the adult-child relationship and the need for appropriate family involvement when assessing, counseling, and consulting with all students.

(b) School psychologists confer with parents regarding assessment, counseling, and intervention plans in a language understandable to the parents. Goals of assessment, counseling, and the continuum of alternative interventions available for students are communicated to parents in an understandable, comprehensive, and accurate manner with respect for the cultural values of the family.

(c) School psychologists recognize the importance of parental support and seek to obtain this by assuring that there is direct parent contact prior to seeing the student/client. They secure continuing parental involvement through honest and direct communication with prompt reporting of findings and progress in an understandable, comprehensive, and accurate manner.

(d) When appropriate, parental contact is encouraged and is not contingent on acceptance or rejection of recommendations and/or alternatives given.

(e) School psychologists consider the acceptance of gifts for their work and encourage parents and colleagues to avoid such exchanges. If gifts are accepted, school psychologists consider district policies surrounding this exchange.

2.03 Colleagues and Administrators

(a) School psychologists employed in school districts prepare by becoming knowledgeable of the organizational structure, philosophy, goals, objectives, and operational methodology of the school district.

(b) School psychologists recognize that an understanding of the goals, processes, and legal requirements of the educational system is essential for an effective relationship with the school.

(c) School psychologists accept the responsibility of being members of the staff of those schools. They recognize the need to establish an integral role within the school system while respecting the various roles of colleagues in other professions, and they familiarize themselves with the system and the community.

(d) Familiarization with the organization, instructional materials, teaching strategies, and interventions of the school are basic components to enable school psychologists to contribute to the common objective of fostering maximum growth opportunities for each student/client.

(e) School psychologists are responsible for informing their administration regarding any undertaking that may raise questions concerning their ethical and legal responsibilities.

(f) School psychologists demonstrate professional respect for school psychology colleagues and district staff. They act as team members with other school district staff in areas of general education functioning, special education evaluation, identification of needs, services, and supports, as well as district committees, when appropriate to their role.

(g) There may be times when there are conflicts among legal mandates, ethical beliefs, and district policy. When a school psychologist suspects that another school psychologist, professional, or district has engaged in unethical practices, if feasible, attempts should be made directly with the party to resolve the suspected problem through a collegial problem-solving process. School psychologists have an ethical obligation to report ethical violations among their peers.

(h) 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 with the CASP Ethics Specialist, or, if necessary, filing a formal ethical violation complaint with the California Commission on Teacher Credentialing.

2.04 Community

(a) School psychologists help to outline and interpret to the community the various school programs when appropriate to their role responsibility.

(b) School psychologists are free to pursue individual interests and exercise their constitutional rights, except to a degree those activities may compromise fulfillment of their professional responsibilities and have a negative impact on the profession. Awareness of such impact guides public behavior.

(c) School psychologists do not act in any way that could violate or diminish the civil or legal rights of clients.

(d) School psychologists adhere to federal, state, and local laws and ordinances governing their practice and advocacy efforts. If regulations conflict with ethical guidelines, school psychologists seek to resolve such conflict through positive, respected, and legal channels, including advocacy efforts involving public policy.

2.05 Inter-professional Relations/Cooperation

(a) School psychologists communicate with other community agencies regarding the welfare of the student/client within the confines of confidentiality and privacy rights.

(b) School psychologists cooperate with other professional persons and groups and accept administrative policies and decisions, but do not compromise the standards of the profession.

(c) School psychologists use their professional judgment when making referrals to other professionals.

(d) School psychologists do not offer professional services to a person who is already receiving assistance from another professional except by agreement (or after termination of the relationship) with the other professional where the services may be in conflict.

(e) When school psychologists suspect the existence of detrimental or unethical practices by a member of another profession, informal contact is made with that person to express the concern for resolution. If the situation cannot be resolved in this manner, the appropriate professional organization is contacted for assistance in determining the procedures established by that profession for examining the practices in question.

2.06 Personal Competency and Integrity

(a) School psychologists consistently engage in consistent self-reflection to ensure they provide effective, stable, and ethically student/client-centered services. They remain aware of how their emotions and potential biases may

impact their work, recognize potential triggers, and take necessary steps to maintain professional effectiveness in meeting clients' needs.

(b) School psychologists prioritize self-care to maintain their well-being and effectiveness in serving students, families, and school communities. They do so by engaging in activities that promote physical, mental, and emotional health such as, regular exercise, pursuing personal interests, fostering social connections, and ensuring sufficient rest and nutrition, as they model and reinforce healthy behaviors for those they serve.

(c) School psychologists are encouraged to engage in on-going activities that positively increase their awareness, effectiveness, and judgment such as, peer consultation, supervision, professional development activities, and other opportunities to receive professional feedback. In cases when behaviors and/or challenges may impact professional judgment and integrity of the profession and decision-making skills, take action to limit unintended negative consequences and seek out appropriate services.

2.07 Cultural Responsiveness

(a) School psychologists acknowledge cultural responsiveness as a foundational practice that includes an examination of their individual belief system related to cultural heritage, gender, class, ethnic-racial identity, sexual orientation or identity, and age that shape personal values. Further, ethical principles are developed within a particular cultural context, and school psychologists are sensitive to the way their own values are similar or different with varying cultural groups. School psychologists participate in ongoing self-analysis in order to make informed decisions based on ethical principles versus personal bias.

(b) School psychologists recognize the need to engage in continuing professional development related to society's changing cultural dynamics, including interactions, perspectives, assessment, and counseling needs of the students and families they serve.

(c) School psychologists learn about individual student backgrounds, values, beliefs, and worldviews related to how those factors may influence individual development and behavior. School psychologists respect the individuality of each person and avoid the use of personal influence or stereotypes in their practice.

(d) School psychologists provide culturally sensitive and effective services while demonstrating an understanding and respect for the experiential differences of the student and families.

(e) School psychologists seek knowledge regarding evidence-based practices when selecting, designing, and implementing intervention plans for diverse clientele with learning and behavioral concerns.

(f) School psychologists assist students and parents in understanding the school culture in order to make informed choices relevant to school and mental health services.

(g) As employees or employers in public or private domains, school psychologists do not engage in or condone discriminating practices based on race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, language(s), gender, age, sexual orientation, identity or expression, disability, or any other distinguishing characteristics.

(h) School psychologists using AI to communicate translated information for multilingual students and families should ensure that this technology does not engage in or condone discriminatory practices based on race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, language(s), gender, age, sexual orientation, identity or expression, disability, or any other distinguishing characteristics. AI-generated

translations should complement, rather than replace, the role of a professional interpreter.

2.08 School Psychologist Supervision

(a) School psychologists who supervise graduate students are responsible for all professional practices of the supervisees. Interns and other graduate students are identified as such, and their work is co-signed by the supervising school psychologist. They assure students, other clients, and the profession that the graduate student is adequately supervised as designated by the practice guidelines and training standards outlined for school psychologists. School psychologists serve as role models for sound ethical decision-making and professional practices.

(b) School psychologists engaging in support of graduate students should have training in alignment with professional guidelines and/or university standards with supervision experience to support student guidance. This includes significant years of experience, continuing engagement in professional development for school psychology, and training in the supervision of students. School psychologists strive to implement evidence-based practice in their work. Graduate students are clearly identified as such, and the supervising school psychologist should co-sign their work.

(c) School psychologist supervisors acknowledge the differential power of the supervisor/supervisee relationships. All attempts should be made to allow supervisees to express concerns for problem-solving opportunities. If those attempts do not solve the concern, the supervisee has an ethical obligation to report the concern to the university and/or district administrator.

(d) School psychologist supervisors maintain professional boundaries with the supervisee. This mentorship relationship may continue past the training years, and the supervisor provides modeling of ethical behaviors and evidence-based practices for the supervisee over time.

(e) School psychologists who conduct or administer training programs provide trainees and prospective trainees with accurate information regarding program sponsorships/endorsements/accreditation, goals/objectives, training processes and requirements, with likely outcomes and benefits.

(f) School psychology faculty members and clinical or field supervisors uphold recognized standards of the profession by providing training related to high-quality, responsible, and research-based school psychological services. They provide accurate and objective information in their teaching and training activities, identify any limitations in information, and acknowledge disconfirming data, alternative hypotheses, and explanations.

2.09 Use of Artificial Intelligence (AI) in Training and Supervision

(a) Trainers of school psychologists and clinical or field supervisors must remain current on developments in AI, including its applications in professional practice, its evolving language, and its implications for ethical and effective service delivery.

(b) Trainers of school psychologists will provide guidance and education to school psychology graduate students on the appropriate use of AI, including but not limited to the appropriate use of professional judgement, critical thinking, and the use of evidence-based decision making when incorporating information obtained from AI.

(c) Trainers and supervisors of school psychologists will foster a clear understanding of the ethical considerations included in the use of AI. This includes the potential for bias in results and the limitations of AI systems.

Section 3: Professional Practice – Public Settings

School psychologists serving in public settings are guided by ethical principles to promote fairness, professionalism, and collaboration in their practices. This section emphasizes the importance of advocacy for student rights, equitable service delivery, and informed decision-making within the constraints of legal and organizational structures. School psychologists are expected to utilize evidence-based practices in assessment, intervention, and research while maintaining confidentiality, safeguarding resources, and addressing conflicts of interest. Their ultimate goal is to prioritize the well-being of students, families, and educational systems through ethical service and responsible fiscal management.

3.01 Advocacy

- (a) When choosing a course of action, school psychologists take into account the rights of each individual involved and the duties of school personnel through an ethical problem-solving model.
- (b) School psychologists' concerns for protecting the rights and welfare of children are communicated to the school administration and staff as the top priority in determining services.
- (c) School psychologists understand the public policy process to assist them in their efforts to advocate for children, parents, and systems.

3.02 Service Delivery

- (a) 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.
- (b) School psychologists develop partnerships and networks with community service agencies and providers to promote seamless services to children and families.
- (c) Families and colleagues are viewed as an essential component for educational decisions. School psychologists engage in consultation relationships, explaining the components of the consultant/consultee relationship, and inform the consultee regarding the relationship, limitations of confidentiality, and engage in fair and non-discriminatory practices where student welfare is maintained as the primary goal.
- (d) School psychologists recognize that an understanding of the goals, processes, and legal requirements of their particular workplace is essential for effective functioning within that setting. When legal concerns are in question, school psychologists seek expert guidance and maintain student welfare as the primary goal.
- (e) School psychologists attempt to become integral members of the client service systems to which they are assigned and establish clear roles for themselves within that system.
- (f) School psychologists who provide services to several different groups may encounter situations in which loyalties or conflicts of interest intersect. In these situations, the stance of the school psychologist is made known in advance to all parties to prevent misunderstandings.
- (g) School psychologists promote changes in their employing agencies and community service systems that will benefit their clients.

3.03 Testing, Assessment, and Evaluation

- (a) School psychologists strive to maintain the highest standard of service by utilizing research- and theory-based information. This should be the objective when collecting appropriate data and information necessary to effectively work with students.
- (b) School psychologists draw upon their own professional experience and skill in deciding whether assessment is appropriate. Background and supportive data are acquired to justify the need for assessment. Final decisions regarding the need for assessment, however, are made by school-based teams in accordance with school district policy and educational law. Parent requests for assessment are honored when appropriate.
- (c) School psychologists assess in all areas of suspected disability. They restrict themselves to the collection and evaluation of information only to the depth that is relevant to the educational needs of the student, except when findings indicate the necessity to explore further areas. In addition, the assessment should not be so restrictive that other concerns may be missed.
- (d) When conducting a psycho-educational evaluation and/or counseling/consultation service, due consideration is given to individual integrity and individual differences. School psychologists recognize differences in age, gender, religion, language, disability, socioeconomic status, environmental factors, and ethnic backgrounds, striving to select and use appropriate procedures, techniques, and strategies relevant to such differences.
- (e) School psychologists understand the parameters of psycho-diagnostic instruments and utilize their data professionally. They ensure they are adequately trained in the administration of various testing tools (with appropriate supervision) before administration. This includes reading the user manuals or engaging in training prior to the use of a new test.
- (f) School psychologists identify and account for potential existing test and clinical biases, create optimal testing environments, and consider client abilities in response patterns. They are responsible for synthesizing data from assessment results, observations, background information, interviews, and other sources, applying clinical judgment to provide the most comprehensive and valid representation of the individual.
- (g) School psychologists select testing instruments and strategies that are reliable and valid for both the child and the intended purpose. When using standardized measures, school psychologists adhere to the administration procedures established by the test author or publisher.
- (h) If modifications are made to any standardized test administration procedures, such modifications are identified and addressed in the interpretation of the results.
- (i) When working with diverse learners, school psychologists consider cultural, linguistic, and experiential backgrounds in selecting, administering, and interpreting assessment data. They practice non-discriminatory assessment procedures and ensure they have the knowledge needed to assess students/clients from diverse backgrounds accurately and ethically.
- (j) School psychologists ensure disabilities are accurately identified while avoiding unnecessary stigmatizing labels. However, they do not withhold disability identification when it is appropriate and necessary.
- (k) School psychologists should utilize clinical judgment if/when incorporating AI-generated content. Recommendations should include clinical oversight, as not all AI-generated recommendations are appropriate for the setting and area of need.

3.04 Materials, Technology, and Security

- (a) School psychologists are responsible for maintaining the security of psychological tests that might be rendered useless by revealing the specific content or underlying principles.
- (b) School psychologists uphold copyright laws in their publications and presentations, obtaining permission from authors and copyright holders to reproduce other publications or materials.
- (c) School psychologists recognize that assessment presentation materials and resources belong to the creator and should only utilize those materials and resources with the written permission of the creator.
- (d) When sharing electronic resources, encryption methods are recommended. If/when AI is utilized as part of the assessment process, school psychologists consider FERPA and HIPAA laws and student confidentiality.
- (e) To ensure confidentiality, student/client records are not transmitted electronically without a guarantee of privacy. For example, fax machines should be in a secure location and operated by employees cleared to work with confidential files; email messages should be encrypted or stripped of all identifying student/client information.

3.05 Reporting Data and Conferencing Results

- (a) School psychologists ascertain that student/client information reaches responsible and authorized persons and is adequately interpreted for their use in helping the student/client. This involves establishing procedures that safeguard the personal and confidential interests of those concerned.
- (b) School psychologists communicate information in such a form and style as to assure that the recipient of the information will be able to give maximum assistance to the student/client. They ensure the accuracy of their reports, letters, or other communication methods and documents.
- (c) School psychologists communicate a minority or dissenting opinion of all involved when they are in disagreement with the multidisciplinary team decision or position, in alignment with IDEA regulations.
- (d) School psychologists assist in interpreting district assessment data, students' cumulative folder information, and other records, when appropriate. The emphasis is placed on the interpretations and recommendations rather than just the reporting of test scores, and includes an appraisal of the information's reliability.

3.06 Intervention, Recommendations, and Treatment

- (a) School psychologists are actively engaged in the ongoing evaluation of recommended interventions. They also engage in appropriate follow-up evaluation relating to each case.
- (b) School psychologists gain written informed consent from the parent/guardian/client prior to assessment or mental health services. The exception to this standard lies in the area of emergency crisis counseling.
- (c) School psychologists draw upon their own professional experience and training in deciding whether counseling services are appropriate. A comprehensive mental health assessment is used to inform the determination of services and intervention.
- (d) School psychologists encourage and promote student and parental participation in designing interventions. When appropriate, this includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, and helping parents gain the skills needed to help their children.

- (e) School psychologists discuss with parents the recommendations and plans for assisting their children. This discussion takes into account the diverse needs and belief/value systems of the family. School psychologists include alternative interventions that may be available.
- (f) School psychologists continually assess the impact of any treatment, intervention, and counseling plan and terminate or modify the treatment plan when the data indicates that the plan is not achieving the desired goals.
- (g) Parents are informed of supports available at school, within the school district, and in the community.
- (h) Although psychopharmacological interventions are outside the scope of a school psychologist, they are informed regarding the potential impact of psychopharmacological interventions, drug trials, and medication influence, and create collaborative relationships with medical professionals.
- (i) When a condition is identified that is outside the treatment competencies or scope of practice for the school psychologist, the student/client is referred to another professional for services.

3.07 School-Based Research and Evaluation

- (a) In performing research, school psychologists accept responsibility for the selection of topics and research methodology to be used in subject selection, data gathering, analysis, and reporting. In publishing reports of their research, they provide discussion of limitations of their data and acknowledge the existence of disconfirming data, as well as alternate hypotheses and explanations of their findings.
- (b) When conducting research, school psychologists work through the Institutional Review Board (IRB) process following university and district procedures.
- (c) School psychologists seek willing and adequately informed written consent and proceed only if the research activity is considered to be of direct benefit to the participant.
- (d) School psychologists diligently aim to ensure that there are no harmful after-effects of the intervention to the participant.
- (e) When publishing, school psychologists acknowledge through specific citations the sources of their ideas and materials.
- (f) School psychologists who use their assessment, intervention, or consultation cases in lectures, presentations, or publications obtain written prior client consent and remove any identifying information.
- (g) School psychologists follow all legal procedures when conducting research, including procedures related to informed consent, confidentiality, privacy, protection from harm or risks, voluntary participation, and disclosure of results to participants.
- (h) School psychologists do not publish or present fabricated or falsified data or results in their publications and presentations.
- (i) If errors are discovered after the publication or presentation of research and other information, school psychologists make efforts to correct errors by publishing errata, retractions, or corrections.
- (j) School psychologists only publish data or other information that make original contributions to the professional literature. School psychologists do not publish the same findings in two or more publications and do not duplicate significant portions of their own previous publications without permission of copyright holders.

(k) School psychologists who participate in reviews of manuscripts, proposals, and other materials for consideration for publication and presentation respect the confidentiality and proprietary rights of the authors. School psychologists who review professional materials 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.

3.08 Fiscal Responsibility

(a) School psychologists understand their fiscal responsibility to the districts and communities they serve. It is essential that they select materials and assessments that are of high quality while utilizing cost-efficient available resources.

(b) Care should be taken to work as effectively and efficiently as possible with time and materials to ensure productivity.

Section 4: Professional Practice – Private Settings

School psychologists serving in private practice are guided by ethical principles to ensure their actions promote fairness, transparency, and professionalism. This section underscores the importance of maintaining clear boundaries between private practice and public employment, adhering to licensing regulations, and providing services that prioritize the well-being of clients. School psychologists must navigate the complexities of private practice with integrity, ensuring compliance with relevant laws, ethical standards, and professional responsibilities, while fostering trust and collaboration with clients and stakeholders.

4.01 District Employment

(a) School Psychologists who are engaged in private practice while employed in a public-school setting have an obligation to inform the employer of such practice if business is being conducted within the boundaries of their district of employment or with related entities. Licensed Educational Psychologists operating in both sectors recognize the importance of separation of roles and the necessity of adherence to all ethical standards.

(b) School psychologists who possess a license to practice privately may not accept a fee or any other form of remuneration for professional work with a client entitled to such service through school districts where they are currently employed or contracted. This includes the client's public school, charter school, private school, and non-public schools within the school psychologist's public school district area.

(c) School psychologists who possess a license to practice privately have an obligation to inform parents of free services available and/or mandated from the school district.

(d) School psychologists who possess a license to practice privately and are engaged in private practice will maintain their practice outside the hours of contracted employment in their school districts.

(e) School psychologists who possess a license to practice privately and are in private practice recognize their personal financial gain. They consider the use of tests, equipment, materials, administrative assistance, and services belonging to the school district. School psychologists conducting independent evaluations recognize the need to separate the usage of district items to ensure ethical boundaries. Exceptions may include a school psychologist contracted directly by the district through a written agreement outlining the usage of district equipment and services.

(f) School psychologists who possess a license to practice privately evaluate the appropriateness of the use of public-school facilities for part-time private practice. Before the facility is used, school psychologists with a license to practice privately should enter into a rental agreement with the school district and clearly define limits of use to the district and client.

4.02 Service Delivery

(a) School psychologists engage in private practice only when holding a current and valid license from a psychological governing board.

(b) School psychologists who possess a license to practice privately clarify financial arrangements in advance of services to ensure to the best of their ability that they are clearly understood by the client. They neither give nor receive any remuneration for referring patients for professional services.

(c) School psychologists who possess a license to practice privately adhere to the conditions of a contract with the school district or other agency until service there under has been performed, the contract has been terminated by

mutual consent, or the contract has otherwise been legally terminated.

(d) A school psychologist who possesses a license to privately practice is obligated to provide the contracted service. If contracting other individuals to complete work, this should be specifically contractually agreed upon by the client, parent, or Local Education Agency. The school psychologist will also ensure the contracted individuals are fully licensed and insured for the specified work. School psychologists may also supervise and utilize services by licensed interns following district, state licensing, and credentialing board requirements.

(e) School psychologists who possess a license to practice privately and are in private practice maintain professional contacts with school district professionals and value building cooperative relationships with other service providers in both public and private sectors.

(f) School psychologists gain written informed consent from the parent/guardian/client prior to assessment or mental health services. The exception to this standard lies in the area of emergency crisis counseling. School psychologists who practice privately may be advised to communicate to families that they may use AI in their practice.

(g) School psychologists who possess a license to practice privately are obligated to inform clients of those aspects of the clinical relationship that might reasonably be considered important factors in the client's decision to enter the relationship.

(h) School psychologists abide by all city, county, state, and federal laws regarding business operations.

4.03 Announcements/Advertising

(a) Individual, agency, or clinical listings in directories should be modestly limited to demographic information and practice activities done in alignment with the Board of Behavioral Sciences (BBS) guidelines, with all attempts made to represent qualifications, fees, credentials, and education accurately. For further information, please contact the Board of Behavioral Sciences (BBS) guidelines

(b) School psychologists who possess a license to practice privately may use brochures to announce their services. These brochures may be descriptive of available services, but not be evaluative. They may be distributed to professionals, schools, businesses, government agencies, and other similar organizations.

(c) Announcements and advertising for publications, products, and services must be professional, scientific, and fact-based. Information may be communicated through periodicals, books, directories, television, radio, or motion pictures, but must not contain false, misleading, or comparative statements.

(d) School psychologists who possess a license to practice privately shall not directly solicit clients for individual diagnosis or therapy. They must clearly define their professional role in advertisements to ensure transparency for potential clients and colleagues. They should ensure that their private practice does not create a conflict of interest with their district employment.

(e) School psychologists who possess a license to practice privately do not compensate in any manner a representative of the press, radio, or television in return for personal professional publicity in a news item. (BPC) §651

(f) School psychologists who possess a license to practice privately do not endorse products or services and refrain from negative comments about other professionals, products, or practices.

(g) School psychologists who possess a license to practice privately refrain from utilizing client endorsements, pictures, or videos that would not maintain client confidentiality. School psychologists educate clients regarding their right to freedom of speech, but the importance of their confidentiality. School psychologists take care to consider perception when posting client testimonials and endorsements.

(h) School psychologists who practice privately communicate to families any free services available to them.

Section 5: Professional Practice – Social Media and Digital Testing Platforms

Technology can create positive opportunities for school psychologists, but also present ethical challenges. When utilizing technological tools, school psychologists examine the impact on educational improvement, convenience, information (accurate or inaccurate), and interpretive guidance through scoring systems, efficiency, and reduced expense. School psychologists should consider that technology does not replace professional and clinical judgment. School psychologists also consider security concerns regarding the storage and safety of electronic information, loss or compromised data, and informed consent for parents regarding its usage. School psychologists work to promote the safety and security of electronic information.

5.01 Websites

- (a) School psychologists work to ensure accurate information and professional presentation on public or private websites. Websites should maintain accurate information, evidence-based practices, and confidentiality.
- (b) School psychologists work to educate clients on the importance of freedom of speech and the impact on client confidentiality.

5.02 Social Media

- (a) School psychologists work to maintain professional relationships and boundaries with clients.
- (b) School psychologists act as models in their community and inform clients of professional boundaries while refraining from engagement in personal social media accounts with students, families, supervisees, and school personnel.
- (c) School psychologists recognize that public trust rests on perception and that a lack of professional boundaries can erode trust, decrease the effectiveness of working relationships, and potentially lead to more serious violations.
- (d) School psychologists should work to maintain professional boundaries with students, families, and colleagues. Personal information such as phone numbers and social media accounts should not be disclosed for personal contact.
- (e) It is recommended that social media accounts disclosed for district or private client use be maintained with business information only. Use of district/business technology should not be utilized for personal use.
- (f) When engaging in taking school event pictures of district students, the pictures/live feed/videos should be tied to a district purpose and parent permission obtained.
- (g) Media should not be stored on personal devices nor posted on personal social media accounts.
- (h) School psychologists recognize the importance of case collaboration while maintaining client confidentiality.
- (i) Client confidentiality and trust is not maintained through public postings of stories, cases, or comments regarding clients on social media accounts, even when client names, schools, or other identifying information is not disclosed.
- (j) School psychologists recognize the harm of cyberbullying and work to support research, education, legislation, and identification of cyberbullying.

5.03 Online Platforms and Assessment

- (a) School psychologists consider the various components of online learning and assessment, including confidentiality, copyright violations, plagiarism, data storage, Internet safety, security, and learning limitations.
- (b) School psychologists consider these concerns and work to ensure they are addressed prior to using technology to administer scores, and/or interpret assessment results.
- (c) When using computer-administered assessments, computer-assisted scoring, and/or interpretation programs, school psychologists choose programs that meet professional standards for accuracy, validity, and privacy.
- (d) School psychologists use professional judgment in evaluating the accuracy of computer-assisted assessment findings for the examinee.
- (e) School psychologists maintain full responsibility for computerized or any other technological services used by them for assessment, diagnostic, consultative, or information management purposes.
- (f) Such services, if used, should be regarded as tools to be used judiciously without abdication of any responsibility by the psychologist.
- (g) School psychologists do not promote or encourage inappropriate use of computer-generated test analyses or reports. For example, a school psychologist would not offer an unedited computer report as one's writing nor use a computer scoring system for tests in which one has no training.
- (h) School psychologists select scoring and interpretation services based on accuracy and professional alignment with the underlying decision rules.
- (i) As new online assessment materials are published, school psychologists have a responsibility to review that testing validity and storage of data are appropriate.

Section 6: Telehealth and Tele-Assessment

Tele-assessment is defined as a health or mental health assessment carried out remotely using audiovisual telecommunications between the school psychologist and the student. School psychologists recognize the evolving role of telehealth and tele-assessment in expanding access to educational and mental health services. This section emphasizes their commitment to ethical, competent, and equitable telehealth practices that prioritize student well-being, confidentiality, and assessment integrity. By upholding informed consent, data security, and professional boundaries, school psychologists strive to maintain the same ethical and professional standards in virtual settings as in face-to-face interactions. They remain culturally responsive and mindful of accessibility barriers, ensuring that telehealth services are inclusive and appropriate for diverse student needs. Through ongoing professional development and collaboration with families, educators, and multidisciplinary teams, school psychologists work to enhance student outcomes while navigating the challenges and opportunities of telehealth responsibly and ethically.

6.01 Scope of Practice and Licensure

- (a) School psychologists, including Licensed Educational Psychologists (LEPs), are encouraged to practice within their credentialing and licensure requirements in California and to be mindful of applicable state laws, regulations, and credentialing guidelines.
- (b) When providing telehealth services to clients in other states, school psychologists must obtain a valid license in the client's jurisdiction and ensure that telehealth is legally permitted in that state.
- (c) When students move out of California, even temporarily, school psychologists must explore options for a transition plan to support continuity of services.

6.02 District and Employer Policies

- (a) School psychologists employed or contracted by a district are encouraged to familiarize themselves with district policies regarding telehealth services and ensure alignment with California Commission on Teacher Credentialing (CTC).
- (b) If a school psychologist holds multiple credentials or licenses (e.g., LEP, LMFT) beyond a PPS, it may be beneficial for the district to provide written expectations regarding the use of those credentials in their role.
- (c) School psychologists may consider clearly indicating the credential or license under which they are acting in professional documentation, including reports, emails, and letterhead.

6.03 Competency and Professional Development

- (a) School psychologists are encouraged to engage in telehealth and tele-assessment services within the scope of their professional competence and training.
- (b) Ongoing professional development in areas relevant to telehealth service delivery, including legal, ethical, technological, and assessment considerations, may enhance competency.
- (c) Understanding the impact of technology on assessment validity and reliability and any necessary modifications to standardization procedures can support evidence-based practices in tele-assessment.

6.04 Informed Consent

- (a) Before initiating telehealth or tele-assessment, school psychologists should obtain written informed consent from clients and/or their parent(s)/guardian(s).
- (b) Informed consent documents outline the nature, risks, benefits, and limitations of telehealth services, including potential technical issues, data security, and limitations in test standardization.
- (c) Clients can benefit from discussions about the limits of confidentiality and data security measures in place.
- (d) Providing informed consent documents in the client's primary language and considering cultural factors can support accessibility and understanding.
- (e) Clearly defining procedures for responding to electronic communication, including confidentiality safeguards, may help maintain ethical practice.
- (f) Compliance with relevant laws and regulations regarding informed consent may be an important consideration, particularly when clients reside in different jurisdictions.

6.05 Confidentiality and Data Security

- (a) When engaging in telehealth, school psychologists must use platforms that are HIPAA-, HITECH-, and CMIA-compliant or meet district security standards.
- (b) Utilizing encryption, strong passwords, secure email communication, and device security will help reduce the risk of unauthorized access to confidential data.
- (c) Clients should be encouraged to conduct telehealth sessions in a private location to maintain confidentiality.
- (d) Storing electronic records securely and taking reasonable steps to prevent loss, unauthorized modification, or breaches of confidentiality may enhance data protection.
- (e) School psychologists must discuss with clients the limits to confidentiality in a telehealth setting and potential risks related to data security.

6.06 Emergency and Crisis Protocol

- (a) Establishing an emergency protocol before beginning telehealth services, including verifying the client's location at the start of each session, may enhance preparedness.
- (b) Providing clients with relevant crisis resources, including emergency services, can help promote access to support when needed.
- (c) In the event of a crisis, school psychologists may consider taking steps to assess the situation, involve emergency services if necessary, and document the actions taken.
- (d) If a client moves out of state, school psychologists may explore options to promote continuity of care, including consultation with professionals in the client's new location.

6.07 Appropriateness of Telehealth and Tele-Assessment

- (a) Telehealth services may be considered based on the client's age, cognitive abilities, language proficiency,

attention span, and access to necessary technology.

(b) If telehealth is not an appropriate service modality due to technological, cognitive, or logistical barriers, alternative service options may be explored.

(c) When considering tele-assessment, school psychologists may evaluate whether the student has the necessary skills, technology, and environment to participate effectively.

6.08 Tele-Assessment Integrity

(a) Adhering to test administration standardization procedures whenever possible may support the integrity of tele-assessment.

(b) If adaptations to assessments are necessary, documenting them and considering their potential impact on validity and reliability may provide transparency.

(c) When test publishers do not endorse tele-assessment for a particular tool, but may give guidance on using tele-assessment, school psychologists should include this limitation in their reports.

(d) If an external assistant is involved in test administration, school psychologists must ensure that they are trained in standard procedures to maintain consistency in assessment conditions.

6.09 Equity and Access

(a) School psychologists should consider whether students have adequate access to necessary technology and internet connectivity when planning for telehealth services.

(b) Addressing potential barriers related to digital literacy, socioeconomic factors, and structural inequities may help promote equitable access to services.

(c) If a client lacks the necessary technology or internet access, school psychologists should explore alternative accommodations to support service delivery.

6.10 Documentation and Communication

(a) Accurately documenting telehealth sessions, including the date, time, client's location, services provided, and any technological issues encountered, may support ethical practice.

(b) Establishing clear guidelines regarding electronic communication (e.g., text messages, emails) and how confidentiality will be maintained may help safeguard client privacy.

(c) When tele-assessment modifications are made, documenting these adaptations and any implications for test validity may provide transparency in reporting.

6.11 Professional Boundaries in Telehealth

(a) Establishing clear boundaries around professional communication in telehealth, including response times for texts, calls, and emails, may help maintain ethical practice.

(b) Using secure, professional communication platforms and limiting the use of social media or text messaging for professional purposes may support confidentiality and professional boundaries.

6.12 Ethical Responsibility and District Collaboration

- (a) School psychologists should advocate for ethical and legally sound telehealth and tele-assessment practices within their districts.
- (b) If district policies appear to conflict with professional ethical standards, school psychologists may seek guidance from leadership or professional organizations.
- (c) Remaining informed about emerging legal and ethical considerations in telehealth and adapting practices accordingly will support ethical service delivery.

6.13 Test Security and Copyright Compliance

- (a) School psychologists must consider maintaining test security by preventing unauthorized distribution or reproduction of assessment materials.
- (b) School psychologists must review that these platforms meet legal security requirements and may be beneficial.
- (c) Using assessment tools only as authorized by test publishers and following publisher guidelines for administration may help preserve the integrity of assessments.

Section 7: Artificial Intelligence

School psychologists recognize the increasing role of artificial intelligence (AI) in educational and mental health services and are committed to its ethical, responsible, and fair use. This section emphasizes their dedication to data privacy, informed consent, and transparency when integrating AI tools into their practice. By safeguarding sensitive client information and ensuring that AI-generated media is used appropriately, school psychologists prioritize the rights, dignity, and authenticity of students and families. They actively monitor and verify AI outputs to prevent the spread of misinformation, bias, or harm while advocating for equitable and unbiased AI systems. Through collaboration with families, educators, and AI developers, school psychologists work to ensure that AI enhances, rather than compromises, ethical decision-making, inclusivity, and student well-being.

7.01 Artificial Intelligence

- (a) School psychologists utilizing AI ensure that sensitive client information is safeguarded in alignment with relevant district/business, regional, state, and federal policies and regulations.
- (b) Media generated using AI, including text, images, audio, and video, should not be generated about or using data provided by youth without parent consent and youth assent.
- (c) Parents and youth should be informed about the risks of disclosing personal data to artificial intelligence systems, and measures should be taken to ensure that data is protected in accordance with relevant district/business, regional, state, and federal policies and regulations.
- (d) School psychologists using AI must monitor and verify the accuracy of AI outputs to prevent the dissemination of biased, harmful, or untruthful information.
- (e) When utilizing AI image generation, school psychologists must ensure that the images accurately represent the individual's unique characteristics and demographics.
- (f) School psychologists must avoid reinforcing generalizations or stereotypes, upholding the individual's dignity and authenticity in the process.
- (g) School Psychologists who use AI tools must ensure that those tools do not perpetuate conscious or unconscious bias and discrimination.

References & Additional Resources

The California Association of School Psychologists Code of Ethical Conduct references a wide range of professional, legal, and ethical guidelines to support school psychologists in their practice. These include but are not limited to:

American Counseling Association [APA]. (2025). Recommendations for practicing counselors and their use of AI. <https://www.counseling.org/resources/research-reports/artificial-intelligence-counseling/recommendations-for-practicing-counselors>

American Psychological Association [APA]. (2002, 2010, 2017). Ethical principles of psychologists and code of conduct. <https://www.apa.org/ethics/code>

American Psychological Association [APA]. (2024). APA Guidelines for the practice of telepsychology. <https://www.apa.org/about/policy/telepsychology-revisions>

Board of Behavioral Sciences [BBS]. (2025). Statutes and Regulations. <https://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>

Board of Behavioral Sciences [BBS]. (2020). Licensed Educational Psychologists as Supervisors. https://www.bbs.ca.gov/pdf/ab_1651.pdf

California Association of School Psychologists [CASP]. (2002, 2003, 2004, 2006, 2007, 2012, 2020). School Psychologists Code of Ethics. <https://www.casponline.org/pdfs/publications/Code%20of%20Ethics%203-2020-2.pdf>

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Appendix: Ethical Themes and Related Standards

Advocacy

- 2.01(c) Students – School psychologists act as advocates for students' rights and responsibilities.
- 2.03(g)-(h) Colleagues and Administrators – Ethical reporting and resolving of concerns regarding unethical practices.
- 3.01 Advocacy – School psychologists prioritize student welfare and advocate for student rights.
- 3.02 Service Delivery – Psychologists advocate for evidence-based practices in education and mental health.
- 6.09 Equity and Access – Ensuring equitable access to telehealth services.
- 6.12(a) Ethical Responsibility and District Collaboration – Advocating for ethical and legally sound telehealth practices.

Artificial Intelligence (AI)

- 1.01(j) Personal and Professional Limitations – School psychologists must receive training in AI to ensure responsible use.
- 1.02(e) Professional Growth – Continuing education on AI's impact on school psychology.
- 3.03(k) Testing, Assessment, and Evaluation – Clinical oversight required when incorporating AI-generated content.
- 5.03(f) Online Platforms and Assessment – Ensuring security and validity in AI-based assessments.
- 6.13 Test Security and Copyright Compliance – Maintaining legal compliance when using AI in assessments.
- 7.01 Artificial Intelligence – Ethical considerations, data protection, misinformation, and avoiding bias.

Assessment and Evaluation

- 3.03 Testing, Assessment, and Evaluation – Ensuring valid and reliable assessment practices.
- 3.04 Materials, Technology, and Security – Protecting test security and assessment integrity.
- 3.05 Reporting Data and Conferencing Results – Ethical sharing and interpretation of assessment results.
- 6.08 Tele-Assessment Integrity – Ensuring validity when conducting assessments remotely.

Collaboration and Consultation

- 2.05 Inter-professional Relations/Cooperation – Ethical interactions with professionals across disciplines.
- 2.03(f) Colleagues and Administrators – Collaboration with other school district staff in multidisciplinary work.
- 3.02(b) Service Delivery – Partnerships with agencies to improve student services.
- 6.12 Ethical Responsibility and District Collaboration – School psychologists work with districts to establish sound ethical and legal policies.

Competence and Professional Development

- 1.01(a)-(h) Personal and Professional Limitations – Maintaining competency through continuous learning and self-evaluation.
- 1.02(a)-(e) Professional Growth – Engaging in professional development to stay current in the field.
- 2.06 Personal Competency and Integrity – Self-reflection and professional growth to maintain ethical practice.
- 2.08 School Psychologist Supervision – Ethical expectations for supervising interns and graduate students.
- 2.09 Use of AI in Training and Supervision – Responsible integration of AI in training.
- 6.03 Competency and Professional Development – Training in telehealth and virtual service delivery.

Confidentiality and Privacy

- 1.03 Confidentiality – Maintaining privacy and ethical standards for student information.
- 3.05 Reporting Data and Conferencing Results – Ethical reporting and responsible data-sharing.
- 5.01 Websites – Online confidentiality considerations.
- 5.02(h)-(i) Social Media – Protecting student confidentiality in digital spaces.
- 6.05 Confidentiality and Data Security – Telehealth privacy safeguards.
- 6.10 Documentation and Communication – Secure record-keeping and communication.

Conflicts of Interest

- 1.01(d) Personal and Professional Limitations – Avoiding conflicts that interfere with professional duties.
- 2.03(f) Colleagues and Administrators – Ethical decision-making in conflicting situations.
- 4.01 District Employment – Ensuring separation of public employment and private practice.

Digital Ethics and Technology

- 5.01 Websites – Ethical considerations when sharing information online.
- 5.02 Social Media – Maintaining professional digital boundaries.
- 5.03 Online Platforms and Assessment – Responsible use of digital assessments.
- 6.07 Appropriateness of Telehealth and Tele-Assessment – Evaluating the ethical use of virtual services.

Ethical Decision-Making

- 1.01(i) Personal and Professional Limitations – Using ethical problem-solving models.
- 2.03(g)-(h) Colleagues and Administrators – Addressing ethical dilemmas through proper channels.
- 3.01(a) Advocacy – Using an ethical problem-solving model to determine appropriate actions.
- 6.12 Ethical Responsibility and District Collaboration – Ensuring school policies align with ethical standards.

Ethical Supervision and Training

- 2.08 School Psychologist Supervision – Ethical expectations for supervising interns and graduate students.
- 2.09 Use of AI in Training and Supervision – Responsible integration of AI in supervision and training.

Fiscal Responsibility

- 3.08 Fiscal Responsibility – Managing resources ethically within educational settings.
- 4.02(b) Service Delivery (Private Practice) – Transparent financial arrangements in private settings.

Informed Consent

- 1.03 Confidentiality – School psychologists must clearly explain the limits of confidentiality.
- 3.06(b) Intervention, Recommendations, and Treatment – Obtaining consent before starting services.
- 6.04 Informed Consent – Ensuring clients and families understand telehealth services.

Integrity and Professional Conduct

- 2.06 Personal Competency and Integrity – Self-reflection, professional growth, and ethical behavior.
- 3.02 Service Delivery – Upholding integrity in service provision.
- 4.03 Announcements/Advertising – Ethical self-promotion and transparency.

Interprofessional Collaboration

- 2.05 Inter-professional Relations/Cooperation – Ethical interactions with professionals across disciplines.
- 3.02(b) Service Delivery – Collaboration with agencies to improve student services.

Privacy and Student Rights

- 1.03 Confidentiality – Protecting student information in professional settings.
- 6.05 Confidentiality and Data Security – Safeguarding student records in telehealth settings.

Professional Boundaries

- 2.01(f) Students – Avoiding dual relationships that may interfere with professional effectiveness.
- 2.06 Personal Competency and Integrity – Setting ethical limits in professional interactions.
- 4.02 Service Delivery (Private Practice) – Ensuring clear boundaries in private practice.
- 6.11 Professional Boundaries in Telehealth – Establishing virtual boundaries.

Research and Ethical Publishing

- 3.07 School-Based Research and Evaluation – Ethical considerations in educational research.
- 6.10(c) Documentation and Communication – Ethical data handling in research.

Responsible Use of Social Media

- 5.02 Social Media – Guidelines for ethical social media interactions.

Telehealth Ethics

- 6.01 Scope of Practice and Licensure – Jurisdictional considerations in telehealth services.
- 6.02 District and Employer Policies – Aligning telehealth services with district policies.
- 6.03 Competency and Professional Development – Training in virtual service delivery.
- 6.04 Informed Consent – Securing appropriate consent for remote services.
- 6.06 Emergency and Crisis Protocol – Handling crises in virtual settings.
- 6.08 Tele-Assessment Integrity – Ensuring ethical test administration via telehealth.