

Readopt with amendment Ed 507.14, effective 10/25/08 (Doc #9306), to read as follows:

Ed 507.14 School Social Worker

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

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

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

- a. Have completed an approved conversion program in school social work which shall include a two-year internship supervised by certified or licensed school social worker; or
- b. Have acquired the knowledge and skills of a School Social Worker under Ed 505.04.

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

(1) Social welfare and educational policy, including:

- a. History of education, social work and human services systems;
- b. Role of policy at local, state, and national levels in education and school social work practice;
- c. Process of policy formation and implementation and its impact on student and family systems, schools, organizations, and communities;
- d. Use of policy practice to analyze, influence, and advocate; and
- e. State and federal laws related to school social work practice, such as education, special education, 504, child welfare, homeless and displaced students, mental health, and juvenile justice;

(2) Social work values and ethics, including:

- a. Mission of public education;
- b. Mission of school social work to insure student learning, educational equity, and social justice for every student by reducing or eliminating the social, economic, and environmental barriers;
- c. Demonstration and promotion of the values of the profession as delineated in the National Association of Social Workers (NASW) Code of Ethics (2008), as specified in Appendix II;
- d. Professional school social work and pupil services standards as stated in the NASW Standards for School Social Work Services (2012), as specified in Appendix II; and
- e. Ability to use an ethical decision-making model to guide practice;

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

- a. Understanding risk/resiliency factors for populations at risk;
 - b. Understanding the dynamics of risk factors for school failure and the strategies to address them;
 - c. Understanding how group membership and various forms of oppression affect access to resources and educational opportunities;
 - d. Strategies to combat discrimination, oppression, institutional racism, and economic deprivation;
 - e. Advocacy for non-discriminatory social and economic systems; and
 - f. Identification of inequities in access to school and community programs and services for children, youth, and families;
- (4) Skills in systematic assessments, data gathering, and interpretation at multiple levels using a variety of methods to assess the needs, characteristics, and interactions of students, families, and school personnel;
- (5) Effective prevention and intervention with individuals, families, schools, and communities including:
- a. Utilization of a strength-based approach to enhance students' capacities, with special emphasis on students in populations at risk;
 - b. Design and implementation of practice strategies with persons from diverse backgrounds;
 - c. Partnership with families and others to resolve challenges in the home, school, and community;
 - d. Counseling;
 - e. Crisis intervention and other mental health services;
 - f. Casework and case management;
 - g. Group work;
 - h. Mediation and conflict resolution;
 - i. Advocacy;
 - j. Development of positive behavioral intervention strategies for all students;
 - k. Program development and management;
 - l. Provision of professional development and community education;
 - m. Collaboration, consultation, and coordination as leaders or members of interdisciplinary teams and community partnerships; and
 - n. Community organization, including mobilization of school and community resources;
- (6) Human behavior and social environment, including:

- a. Biological, psychological, and sociological variables affecting development, learning, and educational achievement; and
 - b. Application of theoretical frameworks to understand the interaction among individuals and between individuals and social systems such as families, groups, organizations, and communities;
- (7) Diversity, including:
- a. Cultural factors in race, gender, ethnicity, sexual orientation, and social class and how culture affects individual, family, group, organizational, and community behavior;
 - b. Understanding of, and affirmation and respect for, people from diverse backgrounds and recognition of diversity within and between groups;
 - c. Development of trust, open communication, mutual respect, and on-going collaboration with members of diverse populations; and
 - d. Ability to take cultural and other diversity factors into account in assessments and interventions; and
- (8) Research, including:
- a. Qualitative and quantitative methodologies;
 - b. Use of practice literature and empirically-based knowledge in the areas of children, youth, families, and schools to:
 - 1. Provide school social work services and educational interventions;
 - 2. Monitor and assess programs and services;
 - 3. Monitor and assess academic and social progress; and
 - 4. Initiate change and improve practice, policy, and programs.
- (c) For the purposes of Ed 614.07, populations at risk shall include, but are not limited to:
- a. children with special educational needs;
 - b. school age parents;
 - c. homeless youth and families;
 - d. students affected by mental health and substance misuse issues;
 - e. lesbian, gay, bisexual, transgender, and questioning youth;
 - f. abused and neglected students;
 - g. students living in poverty;
 - h. children of color;
 - i. adjudicated and incarcerated youth;
 - j. English-language learners;
 - k. students whose families are in crisis; and
 - l. other marginalized groups of students.

Readopt with amendment Ed 614.07, effective 10/25/08 (Doc #9306), to read as follows:

Ed 614.07 School Social Workers.

(a) The school social worker training program shall provide the candidate with the following skills, competencies and knowledge through a combination of academic experiences and demonstrated competency in the following areas:

(1) Social welfare and educational policy, including:

- a. History of education, social work and human services systems;
- b. Role of policy at local, state, and national levels in education and school social work practice;
- c. Process of policy formation and implementation and its impact on student and family systems, schools, organizations, and communities;
- d. Use of policy practice to analyze, influence, and advocate; and
- e. State and federal laws related to school social work practice, such as education, special education, 504, child welfare, homeless and displaced students, mental health and juvenile justice;

(2) Social work values and ethics, including:

- a. Mission of public education;
- b. Mission of school social work to insure student learning, educational equity, and social justice for every student by reducing or eliminating the social, economic, and environmental barriers;
- c. Demonstration and promotion of the values of the profession as delineated in the National Association of Social Workers (NASW) Code of Ethics (2008), as specified in Appendix II;
- d. Professional school social work and pupil services standards as stated in the NASW Standards for School Social Work Services (2012), as specified in Appendix II; and
- e. Ability to use an ethical decision-making model to guide practice;

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

- a. Understanding risk/resiliency factors for populations at risk;
- b. Understanding the dynamics of risk factors for school failure and the strategies to address them;
- c. Understanding how group membership and various forms of oppression affect access to resources and educational opportunities;
- d. Strategies to combat discrimination, oppression, institutional racism, and economic deprivation;
- e. Advocacy for non-discriminatory social and economic systems; and
- f. Identification of inequities in access to school and community programs and services for children, youth and families;

- (4) Skills in systematic assessments, data gathering, and interpretation at multiple levels using a variety of methods to assess the needs, characteristics, and interactions of students, families, and school personnel;
- (5) Effective prevention and intervention with individuals, families, schools, and communities including:
 - a. Utilization of a strength-based approach to enhance students' capacities, with special emphasis on students in populations at risk;
 - b. Design and implementation of practice strategies with persons from diverse backgrounds;
 - c. Partnership with families and others to resolve challenges in the home, school, and community;
 - d. Counseling;
 - e. Crisis intervention and other mental health services;
 - f. Casework and case management;
 - g. Group work;
 - h. Mediation and conflict resolution;
 - i. Advocacy;
 - j. Development of positive behavioral intervention strategies for all students;
 - k. Program development and management;
 - l. Provision of professional development and community education;
 - m. Collaboration, consultation, and coordination as leaders or members of interdisciplinary teams and community partnerships; and
 - n. Community organization, including mobilization of school and community resources;
- (6) Human behavior and social environment, including:
 - a. Biological, psychological, and sociological variables affecting development, learning, and educational achievement; and
 - b. Application of theoretical frameworks to understand the interaction among individuals and between individuals and social systems such as families, groups, organizations, and communities;
- (7) Diversity, including:
 - a. Cultural factors in race, gender, ethnicity, sexual orientation, and social class and how culture affects individual, family, group, organizational, and community behavior;
 - b. Understanding of, and affirmation and respect for, people from diverse backgrounds and recognition of diversity within and between groups;
 - c. Development of trust, open communication, mutual respect, and on-going collaboration with members of diverse populations; and

- d. Ability to take cultural and other diversity factors into account in assessments and interventions;
- (8) Research, including:
- a. Qualitative and quantitative methodologies;
 - b. Use of practice literature and empirically-based knowledge in the areas of children, youth, families, and schools to:
 - 1. Provide school social work services and educational interventions;
 - 2. Monitor and assess programs and services;
 - 3. Monitor and assess academic and social progress; and
 - 4. Initiate change and improve practice, policy, and programs;
- (c) For the purposes of Ed 614.07, populations at risk shall include, but are not limited to:
- a. children with special educational needs;
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 - d. students affected by mental health and substance misuse issues;
 - e. lesbian, gay, bisexual, transgender, and questioning youth;
 - f. abused and neglected students;
 - g. students living in poverty;
 - h. children of color;
 - i. adjudicated and incarcerated youth;
 - j. English-language learners;
 - k. students whose families are in crisis; and
 - l. other marginalized groups of students.

Appendix I

Rule	Statute
Ed 507.14	RSA 21-N:9, II(s)
Ed 614.07	RSA 21-N:9, II(r)

Appendix II

Rule	Title	Obtain at
Ed 507.14 (b)(2)d Ed 614.07 (a)(2)d	National Association of Social Workers. <i>Code of Ethics</i> , 2008	Available for download online at https://www.socialworkers.org/pubs/code/code.asp?print=1& Purchase online from NASW Press: http://www.naswpress.org/publications/standards/code.html Bulk order: \$125.00 for 40 copies.

		<p>Single copy: \$5.00; please call 1-800-227-3590 for ordering individual copies.</p>
<p>Ed 507.14 (b)(2)c Ed 614.07 (a)(2)c</p>	<p>National Association of Social Workers. <i>Standards for School Social Work Services</i>, 2012.</p>	<p>Available for download online at https://www.socialworkers.org/practice/standards/School_Social_Work.asp</p> <p>Purchase online from NASW Press: http://www.naswpress.org/publications/standards/school-services.html</p> <p>Bulk order: \$85.00 for 40 copies.</p> <p>Single copy: \$4.00; please call 1-800-227-3590 for ordering individual copies.</p>