

Educator's Name: _____ Date: _____

Ancillary School Psychologist – Valid for five years (renewable*):

- A **Level A** School Psychologist holds a doctorate in school psychology.
- A **Level B** School Psychologist holds a graduate or specialist degree in school psychology.

Initial Eligibility Requirements:	
Beginning January 1, 2025,	a psychologist who holds a valid National Association of School Psychologists (NASP) Nationally Certified School Psychologist (NCSP) credential is considered certified by BESE. <i>The Ancillary certificate is no longer issued.</i> Provide a valid NCSP credential to the employing school/system.

***Renewal guidelines:** Ancillary School Psychologist certificates issued before January 1, 2025, must be renewed by the expiration date, every five years, unless the psychologist holds a valid NCSP credential. A one-month grace period is allowed before the certificate is considered lapsed; refer to the provisional ancillary school psychologist requirements if needed.

YES	NO	Renewal Requirements:	
		1. At least <u>one year of experience</u> , or equivalent, as a school psychologist (documented by employer via letter or experience verification form); AND	
		2. <u>One</u> of the following, where credits submitted must have been earned within the five years of the last renewal. Select One.	
			Six (6) semester hours of additional graduate credit in any of the areas specified in the standards for training and field placement programs in School Psychology established by the National Association of School Psychologists – <i>include official transcripts.</i>
			Nine (9) CEU or 90 contact hours of continuing professional development/education units in a variety of activities designed to maintain and expand a school psychologist's skills, and to ensure the provision of quality services. Complete the Continuing Professional Development (CPD) Log following this checklist to verify hours. The log must be signed by the Director of Special Education or the Director of Pupil Appraisal. <i>Do not submit completion certificates with the application.</i>
			A combination of graduate credit hours and continuing professional development/education units equivalent to six semester hours (each semester hour equals 1.5 continuing professional development/education units), for a total of 9.0 continuing professional development/education units - <i>include official transcripts and the Continuing Professional Development (CPD) Log following this checklist. Do not submit completion certificates with the application.</i>
			Evidence of current and continuous certification as an NCSP since the last date of state certification or renewal. Renewal is not required for NCSP professionals. If renewal is requested, include a valid NCSP credential.

Renewal is requested using the **Ancillary Service - Mental Health - Psychology – SPED** application in the [Louisiana Educator Portal \(LEP\)](#). *This request must be routed to the employing school system for verification and signature.*

Signature of Applicant: <i>I have reviewed requirements above and request evaluation for this endorsement.</i> _____ Date _____	For Certification Office use only: Evaluating Specialist _____ Date _____
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Ancillary School Psychologist Renewal Information

The Ancillary School Psychologist Type A/B certificate is valid for five years. The certificate must be renewed by the expiration date, every five years. A one-month grace period is allowed before the certificate is considered lapsed. A request for renewal is made using the [Ancillary Service - Mental Health - Psychology - SPED](#) application in the [Louisiana Educator Portal \(LEP\)](#).

School Psychologists who do not meet all renewal requirements may request an [Ancillary School Psychologist - Provisional](#) certificate for one year, during which time the individual must meet renewal requirements for the standard certificate. If the renewal requirements are not met and the applicant wishes to request the Provisional certificate, please make the appropriate request on the [Mental Health - Psychologist - SPED Selection](#) form within the application.

Important Note - Beginning January 1, 2025, a psychologist who holds Nationally Certified School Psychologist (NCSP) credentials from the National Association of School Psychologists (NASP) is considered certified by the Board of Elementary and Secondary Education (BESE) to provide services in Louisiana schools as long as the NCSP credential remains valid. Initial Ancillary School Psychologist Type A/B certificates are no longer issued by the LDOE.

At this time, Ancillary School Psychologist Type A/B certificates may be **renewed** with a valid NCSP credential; however, renewal is **not required** for NCSP professionals.

Renewal Requirements

Renewal of the Ancillary School Psychologist Type A/B certificate for individuals that **do not** hold NCSP credentials requires:

- At least one year of experience, or equivalent, as a school psychologist verified by the employing school system within the application, and
- Documentation of ongoing education in a variety of activities designed to maintain and expand a school psychologist's skills, and to ensure the provision of quality services, completed within the previous five (5) year validity of the certificate. The following may be accepted:
 - Six (6) graduate-level semester hours completed with a grade of C or better and reflected on official transcripts,
 - An equivalent number of continuing professional development/education units - 9.0 CEU or 90 contact hours is equivalent to six (6) semester hours, or
 - A combination of graduate credit hours and continuing professional development/education units equivalent to six (6) semester hours. Each semester hour equals 1.5 continuing professional development/education units or 15 contact hours.

Experience Verification

The renewal application will be routed to the employing Louisiana school system to verify current employment and experience as a School Psychologist.

Official Transcripts

Transcripts are only required with this application if renewing with new graduate-level coursework completed within the previous five-year validity of the Ancillary School Psychologist Type A/B certificate. See the [How can I send my transcripts?](#) article for more information on providing transcripts.

Continuing Education Hours

If renewing with professional development/continuing education training, the **Ancillary School Psychologist Renewal Hours Log**, verified and signed by the *Director of Pupil Appraisal* or the *Director of Special Education* for the employing Louisiana school system, should be included with the application. Applicants and the school system should use the guidance included in this document to identify acceptable training hours.

Continuing Professional Development (CPD) Guidelines for Ancillary School Psychologist Type A/B Renewal

Continuing Education Unit (CEU)/CPD activities should be chosen as part of an overall professional development plan designed to enhance knowledge in several foundation areas. Activities should align to one of the National Association of School Psychologists (NASP) practice model domains. The NASP practice domains are listed at the end of this document.

The following categories are generally considered acceptable CPD/CEU activities. This is based on the guidelines provided by NASP. One CPD credit is typically defined as one contact hour, or actual clock hour, spent in direct participation in a structured learning activity.

- **Workshops or In-Service Trainings** - includes seminars, workshops, presentations, webcasts, and distance learning programs as evidenced by Certificates of Completion/Attendance or documentation of attendance.
- **Delivering and Preparing Training and In-Service Activities** - credit can be claimed once for development and presentation of new workshops or in-service training activities presented to school professionals as evidenced by program flyer, syllabus, and/or agenda. The hours of CPD credit, date of training, and sponsor must be included in the documentation.
- **Research and Publications** - time spent researching for and writing publications as evidenced by publication or presentation of findings.
- **Supervision or Mentorship** of Graduate Students, Early Career Professionals, & Provisionally Certified School Psychologists
 - 1 semester of supervision/mentorship equals 5 CPD credits per supervisee/mentee served.
- **Supervised or Mentored Experience** as Early Career Professional & Provisionally Certified School Psychologist by a Certified School Psychologist, Licensed Specialist in School Psychology (LSSP) or Licensed Psychologist with a School Specialty as evidenced by supervision/mentorship log.
 - If supervision/mentorship occurs for one hour per month = 10 CPD credits per cycle.
 - If supervision/mentorship occurs for two hours per month = 20 CPD credits per cycle.
- **Program Planning/Evaluation** - credit for program planning and evaluation may be claimed when planning, implementing, and evaluating a new program or initiative (e.g., prevention or intervention program at a school or district level, designing a new graduate program in school psychology), but not for maintenance and evaluation of an ongoing program or initiative as evidenced by program documents.
- **Professional Organization Leadership** - holding a position in a local, state, or national professional school psychology organization as evidenced by at least one meeting agenda/minutes/notes from the organization.
 - 5 credits per position.

The following are generally recognized as acceptable sponsors of CPD activities:

- Accredited institutions of higher education
- International, national, regional, or state professional associations, or divisions of such associations, including the Louisiana School Psychological Association (LSPA), National Association of School Psychologists (NASP) approved sponsors and activities offered by NASP, Louisiana Psychological Association (LPA), American Professional Association (APA)
- Activities sponsored by the Board of Examiners of Psychologists (LSBEP)
- Activities sponsored by the Louisiana Department of Health (LDH)
- Activities sponsored by the Louisiana Department of Education (LDoE)

***Note** - It is strongly recommended that every cycle include at least 2 CPD hours related to legal/ethical practice.*

Annual state-required Ethics training is *not* accepted. Other annual trainings aligned with school psychological services, such as Mandatory Reporter training, may be credited *one time* for each five-year cycle.

National Association of School Psychologists (NASP) Practice Domains

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

Domain 2: Consultation and Collaboration - School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports - School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

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

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

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

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

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

Domain 9: Research and Evidence-Based Practice - School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

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