

BRIDGE BUILDERS

School Counselors, School Psychologists, and School Social Workers
working collaboratively to build the 21st Century Education System!

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Learn & Earn + EARN Scholarship = Free 4-year College Education
or

Online Learn & Earn + EARN Scholarship = Free 4-year College Education



The Message: Graduate!

**National School Psychology Awareness Week
November 6 - 13, 2009**

Last Edition of Bridge Builders E-newsletter

This is the final edition of the Bridge Builders E-newsletter. The Division of Curriculum, Instruction, and Technology will publish a quarterly e-newsletter. The 2010 e-newsletter publication dates are January 15, May 14, August 16, and November 15. The Division's e-newsletter will replace all content specific and/or section e-newsletters. Periodically, I will share student support services updates via the listserv.

State Board Approves the New North Carolina Professional School Psychology Standards

State Board of Education (SBE) completed its steps to ensure North Carolina's non-instructional student support personnel are twenty-first century trained and evaluated. On Thursday, October 1, 2009, the Board approved the Professional Standards that will: guide the professional development of school psychologist in the twenty-first century; provide focus for schools and districts as they support, monitor, and evaluate school psychologist; and assist higher education programs in developing the content and requirements for school psychology education curricula.

The North Carolina Professional School Psychology Standards contain five sections that identify the school psychologists' role in providing services in an educational setting.

- Standard 1: Describes how the professional demonstrates leadership
- Standard 2: Describes the professional's role in establishing a safe and respectful school environment
- Standard 3: Describes how the professional practices in a school setting
- Standard 4: Describes how the professional supports student learning
- Standard 5: Describes how the practitioner reflects on his or her practice to inform future services that support student learning

The foundation for the Professional Standards is the SBE's guiding mission and goal that "Every public school student will graduate from high school globally competitive for work and postsecondary education and prepared

for life in the 21st Century. Goal 2 specifies that 21st century professionals will lead North Carolina public schools. School psychologists are valuable 21st century educators who support student academic achievements.

The State Board of Education and the North Carolina Department of Public Instruction extend an enthusiastic thank you to the representatives from local school districts, institutions of higher education, professional organizations, the North Carolina Department of Public Instruction, and numerous practitioners from across the state who helped in the development of the *North Carolina Professional School Psychology Standards*.

LEARN NC Website Update

LEARN NC is no longer hosting the school counselors, school psychologists, and social workers website. The replacement site is located <http://stusup.ncwiseowl.org/>

Please note LEARN NC is still available to K-12 educators.

North Carolina Graduation Results Web Site

The North Carolina Four-Year Cohort Graduation Rate reflects the percentage of ninth graders (their cohort) who graduated from high school four years later. Data on the North Carolina Graduation Results Web site illustrate the 2008-2009 Four-Year Cohort Graduation Rate broken down by student group. This site features tables, charts and graphs illustrating disaggregated comparisons of the 2008-09 Four-Year Cohort Graduation Rate at the state and school district level. The site is located at <http://www.ncpublicschools.org/graduate/statistics/>

Academic Services Updates

High School Transcript and Grading

As all LEAs across the State “rolled” onto NC WISE, our technology folks discovered that we had variations from State Board policy in relation to grading and data entry into the Student Information System. NC statutes and State Board policy require a standard transcript. The following modifications have been made by the Board or will be required of the LEAs in order for all 115 school systems to be in compliance. The policy is located at <http://sbepolicy.dpi.state.nc.us/policies/GCS-L-004.asp?pri=01&cat=L&pol=004&acr=GCS>

- **Grading Scales:**

The SBE adopted a new policy in June 2009 that should bring all LEAs into compliance. The policy basically allows LEAs to determine if they prefer an augmented scale (variations in grade points within grade letter ranges, i.e. 3.267, 2.345, 1.443) or a standard scale (set grade points for a range, i.e. 4, 3, 2, 1, 0). After that decision is made, LEAs may choose to enter the numeric grade (93, 72, etc.) or the letter grade (A, B, C, or A-, B+, etc.). By amending their policy, the SBE should have brought all 115 LEAs into compliance. The basic philosophy of the grading scale is 93-100 (A), 85-92 (B), 77-84 (C), and 70-76 (D). If an LEA is using a 10-point scale or any scale other than the ones referenced in the policy, then the LEA must adopt one of the options approved by the SBE to be in compliance with State statutes and SBE policy.

During the next academic year, the SBE will convene a study group with representatives from across the state to consider adopting one standard grading scale for the State. More information on this group will be forthcoming.

- **Grades vs. Weight**

The weighting policy that is in effect for all students has been approved by the University of North Carolina System and the NC Community College System (with sign-off by the Independent Colleges). The SBE does not have unilateral authority to change the weighting policy. The policy **requires** 6 quality points for AP/IB and selected college courses and 5 quality points for Honors and some college courses that are approved by the Comprehensive Articulation Agreement. Over the past few years some school systems have adopted local policies that violate the weighting requirements. In order to encourage students to take AP exams, many school systems change the student’s course registration from AP to honors and grant 5 quality points for an A (and so on down the scale) if the student does not take the AP exam. This practice is a clear violation of the policy and supersedes local authority.

State statute does, however, grant grading authority to the local principal. If LEAs want to attach a penalty if a student does not take the AP exam, the penalty should occur when the teacher assigns the final grade to the student. The LEA may adopt a policy to lower the student's classroom grade which will, in effect, lower the GPA to the same level as if the weight had been changed. Example: A student earns an A in AP English and does not take the exam. The grade would be lowered to a B which would equal 5 quality points. If the local school system had changed the AP English course to an Honors course, the A would equal 5 quality points. The outcome is the same, and lowering the quality points by this method doesn't violate state policy.

It is true that a local system may add to a state policy, but local systems may not violate a state policy in creating their own policies. Not even the State Board can modify the weighting policy without agreement from the higher education entities in the state.

Calculation of Valedictorian and Salutatorian

There is no state policy on valedictorian and salutatorian, but there are clear policies on transcripts. Transcripts of students who may be transferring to a high school **may not be altered** in order to "standardize" the calculations for class rank. For example, a student transferring in had an opportunity to take more AP courses than students in the school; therefore, someone changes the student's transcript so that the student doesn't impact class rank of students who were already enrolled at the school. Under no circumstances should a student's transcript be changed once the courses have been entered unless there was an error in the entry. The transcript may not be changed to accommodate calculation of class rank. This practice is a clear ethics violation. If schools want to "standardize" the field for class rank, the calculations will have to be made in an alternative way that doesn't require a change in the transcript.

- **Credit Recovery**

Credit recovery is defined as earning credit for a course initially failed, either through partial modular remediation or taking the full course over again. The decision as to which form of credit recovery a student should use is most appropriately made at the school level. For transcript purposes, both the failed course grade and the recovered grade should be entered onto the transcript, and both will be included in GPA calculation. A student retakes the EOC **only** in cases where the student failed the EOC when taking the initial course. The student **does not have to retake** the EOC, even if they retake the course. NC WISE staff will be working with district data entry personnel to determine coding procedures for modular/partial recovery courses and a method for bypassing the unnecessary retake of the EOC. LEA testing coordinators and NC WISE coordinators will communicate information on how accountability flags (codes) will identify students so that when a course is failed, but the EOC is passed, the student will not be required to retake the EOC when recovering credit.

Additional Transcript Changes

NC WISE staff will be making additional changes to student transcripts. Much of the information that once appeared on the transcript will be entered into an internal student record. The changes that you will see are a result of new federal regulations surrounding HIPAA (Health Insurance Portability and Accountability Act) and FERPA (Family Educational Rights and Privacy Act). Again, NC WISE staff will be working with your local data entry folks to explain these changes in detail.

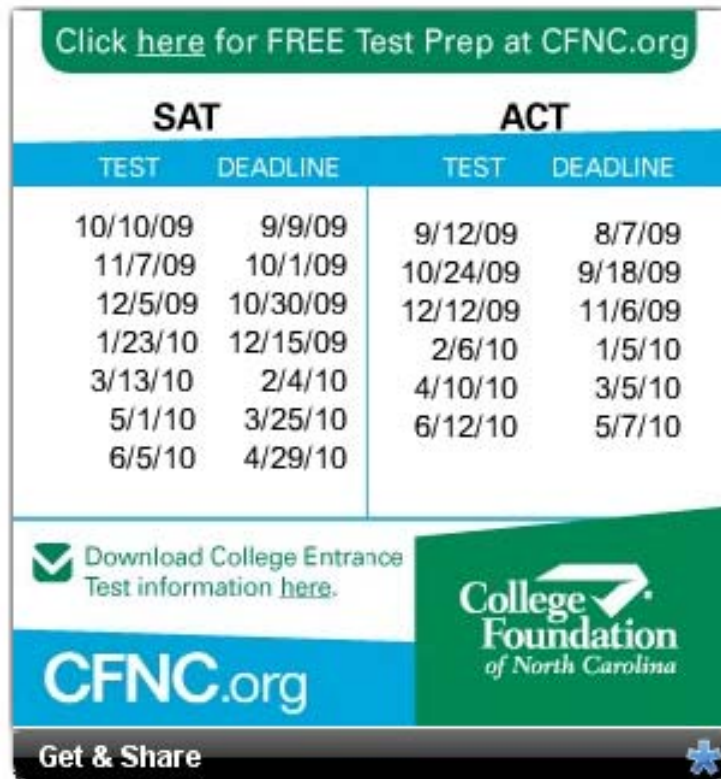
Source: Dr. Rebecca Garland, Chief Academic Officer and Angela Quick, Deputy Chief Academic Officer

Governor's School Nomination Packet for 2010 Available

The nomination packet for the 2010 session of the North Carolina Governor's School is now available online at <http://www.ncgovschool.org/nomination/>. Nominations must be submitted by the students' school systems or schools. All nominations must be mailed and postmarked by Nov. 18. Those with additional questions should contact Camilla Roberson at 919.807.3986 or croberso@dpi.state.nc.us.

New CFNC.org Widgets for Your School Website

CFNC is pleased to make available several widgets for high school students that can be placed on your school website. A widget is simply a window through which CFNC can deliver timely information to your students. Once it has been added to your school site, CFNC can update the content without your ever having to worry about it. For example, the Test Prep widget shows 2009-10 deadlines and test dates for the SAT/ACT and provides links to the SAT/ACT registration pages, Test Prep on CFNC.org, and a PDF on College Entrance Tests. Learn more and view all three widgets at: CFNC.org/widgets.



Click [here](#) for FREE Test Prep at CFNC.org

SAT		ACT	
TEST	DEADLINE	TEST	DEADLINE
10/10/09	9/9/09	9/12/09	8/7/09
11/7/09	10/1/09	10/24/09	9/18/09
12/5/09	10/30/09	12/12/09	11/6/09
1/23/10	12/15/09	2/6/10	1/5/10
3/13/10	2/4/10	4/10/10	3/5/10
5/1/10	3/25/10	6/12/10	5/7/10
6/5/10	4/29/10		

Download College Entrance Test information [here](#).

CFNC.org

College Foundation of North Carolina

Get & Share

The Health IT for Children Toolbox Now Available Through Health Resources and Services Administration's website

The new Health IT for Children Toolbox is accessible through Health Resources and Services Administration's (HRSA) website at: <http://www.hrsa.gov/healthit/>. Developed by the Health Resources and Services Administration's (HRSA) Office of Health Information Technology, the Health IT for Children Toolbox is a resource meant to serve those within the children's health community who seek to integrate information technology into promoting pediatric health and well-being. It is a compilation of health IT information targeted at children's health care needs, ranging from pediatric electronic medical records to enrollment in children's health insurance coverage. This resource is designed for a diverse set of stakeholders, including State and Federal policy makers, providers, insurers, teachers and families and other caregivers. A variety of individuals and organizations, including the Nemours Health and Prevention Services (NHPS), the California HealthCare Foundation, The California Endowment and others have provided financial support to the HRSA toolbox for health IT for children. To access the Health IT for Children Toolbox please visit: <http://www.hrsa.gov/healthit/>

SOURCE: OSDFS PREVENTION NEWS BULLETIN, 10-01-2009

National Institute of Mental Health Provides On-line Information For Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Hyperactivity Disorder, (ADHD), is one of the most common mental disorders that develops in children. Children with ADHD have impaired functioning in multiple settings, including home, school, and in relationships with peers. If untreated, the disorder can have long-term adverse effects into adolescence and adulthood. More about ADHD-- <http://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml>

Signs & Symptoms--Symptoms of ADHD will appear over the course of many months, and include:

- Impulsiveness: a child who acts quickly without thinking first.
- Hyperactivity: a child who can't sit still, walks, runs, or climbs around when others are seated, talks when others are talking.
- Inattention: a child who daydreams or seems to be in another world, is sidetracked by what is going on

around him or her. More about Signs & Symptoms— <http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/what-are-the-symptoms-of-adhd-in-children.shtml>

How is it diagnosed?

If ADHD is suspected, the diagnosis should be made by a professional with training in ADHD. This includes child psychiatrists, psychologists, developmental/behavioral pediatricians, behavioral neurologists, and clinical social workers. After ruling out other possible reasons for the child's behavior, the specialist checks the child's school and medical records and talks to teachers and parents who have filled out a behavior rating scale for the child. A diagnosis is made only after all this information has been considered. More about Diagnosis-- <http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/how-is-adhd-diagnosed.shtml>

Treatment

Effective treatments for ADHD are available, and include behavioral therapy and medications. More about Treatment-- <http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/how-is-adhd-treated.shtml>

Getting Help: Locate Services--Locate mental health services in your area, affordable healthcare, National Institute of Mental Health (NIMH) clinical trials, and listings of professionals and organizations. More about locating services--<http://www.nimh.nih.gov/health/topics/getting-help-locate-services/index.shtml>

Related Information

•Child and Adolescent Mental Health <http://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/index.shtml>

•Treatment of Children with Mental Disorders <http://www.nimh.nih.gov/health/publications/treatment-of-children-with-mental-illness-fact-sheet/index.shtml>

•Information about medications <http://www.nimh.nih.gov/health/publications/mental-health-medications/index.shtml>

•Attention Deficit Hyperactivity Disorder Information and Organizations from National Library of Medicine's (NLM) MedlinePlus <http://www.nlm.nih.gov/medlineplus/attentiondeficithyperactivitydisorder.html>

•(en Español) <http://www.nlm.nih.gov/medlineplus/spanish/attentiondeficithyperactivitydisorder.html>

•Listen to a National Institute of Health (NIH) podcast about a study on ADHD medications by the National Institute on Environmental and Health Sciences <http://www.nih.gov/news/radio/podcast/2008/archiveindex.htm#e0074>

SOURCE: The Center for Health and Health Care in Schools Weekly Insider, September 16, 2009

Kinder Morgan Foundation - Youth Program Grants

The Kinder Morgan Foundation is aimed at providing youth the opportunity to learn and grow by supporting nonprofit youth programs that focus on education, the arts and the environment.

Awards are typically between \$1,000 and \$5,000 and the program must serve a community where Kinder Morgan has operations. All organizations must have 501 (c) (3) status.

Deadline: 10th of every other month beginning in January

Please contact the Kinder Morgan Foundation for more information and to apply for this funding:

<http://www.kindermorgan.com/community/>

SOURCE: The Center for Health and Health Care in Schools Weekly Insider, September 16, 2009

Entertainment Software Association - Positive Youth Program Grants

The purpose of the ESA Foundation is to promote positive programs and opportunities that make a difference in the quality of life, health and welfare of America's youth. The Foundation is committed to using the power of the interactive entertainment industry to create a positive social impact across the country. Youth programs must be focused in one of the following areas: skills and personal development; general health and welfare; risk behavior prevention; education and multimedia arts/technology.

To make a grant request, organizations must have 501(c)(3) status, seek funding for a specific project or program that is or will be in two or more states in the United States, and serve youth ages 7-18.

Deadline: Rolling

Please contact the The ESA Foundation for more information and to apply for this funding:

<http://www.theesa.com/foundation/application.asp>

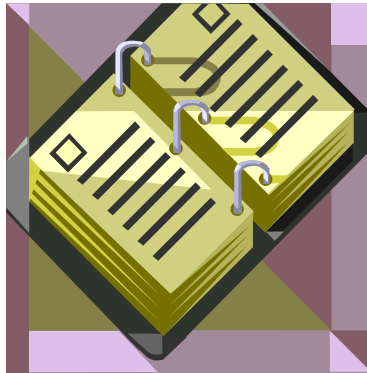
SOURCE: The Center for Health and Health Care in Schools Weekly Insider, September 16, 2009

Professional Development Opportunities

- [North Carolina School Community Health Alliance Annual Conference](#), December 14, 2009, Carolina Inn, Chapel Hill, NC. Registration Information at www.ncscha.org
- [2010 Annual NCCA Conference: Advocating for Your Clients, Yourself, and Our Profession](#), February 17-19, 2010, Embassy Suites Hotel, Concord, NC. Please mark your calendar!
- [National Association of School Psychologists'](#) Annual Conference, March 2-6, 2010, Hyatt Regency Chicago, Chicago, IL.
- [13th National School Social Work Conference](#), April 7-10, 2010, St. Louis Union Station Marriott, St. Louis, MO. See the SSWAA website for the Call for Papers, sponsor information and other updates at www.sswaa.org.
- [American School Counselor Association National Conference](#), July 3–6, 2010, Hynes Convention Center, Boston, Massachusetts.
- [National Association of School Psychologists' Annual Conference](#), February 22-26, 2011, Hilton San Francisco, San Francisco, CA.
- [American School Counselor Association National Conference](#), June 25–28, 2011, Seattle, Washington, Washington Convention and Trade Center.
- [National Association of School Psychologists' Annual Conference](#), February 21-25, 2012, Philadelphia Marriott/Loews Philadelphia, Philadelphia, PA.
- [2012 - National School Social Work Conference](#), March 29-31, 2012, Boston, MA.
- [American School Counselor Association National Conference](#), June 23–26, 2012, Minneapolis, Minneapolis, Minneapolis Convention Center.

If you are aware of workshops, trainings, and/or staff development activities that benefit student support services personnel, please send all pertinent details to tsmith@dpi.state.nc.us.

Mark Your Calendar



**National School Counseling Week
February 1 - 5, 2010**

**National School Social Work Week
February 28 - March 7, 2010**

**National School Nurse Day
May 12, 2010**

**National School Psychology Awareness Week
November 8 - 12, 2010**

For breaking news, visit <http://www.ncpublicschools.org/studentssupport/news>.

For school psychologist practitioner questions, please contact
Caroline McKnight Hexdall at caroline.hexdall@cdl.unc.edu.