



Washington State Association of School Psychologists

Equity and Non-Discrimination Statement

Approved May 8, 2021



Washington State Association of School Psychologists

WSASP Guiding Principles

Mission

Uniting school psychologists to support all students through advocacy, leadership and professional development.

Vision

School psychologists are an integral and dynamic force in fostering student success.

Values

- Social Justice*
- Problem Solving
- Whole Student Focused
- Collaborative Communication
- Integrity
- Advocacy
- Courageous Leadership
- Continuous Improvement

**WSASP endorses and operates from the National Association of School Psychologists' (NASP) [definition of social justice](#)*

Land Acknowledgement

WSASP acknowledges the commitment of all Pacific Northwest Tribes to the resurgence of their traditional ways and their respect and protection of all peoples, not only those who are living, but also those who have gone before and who are yet to be born. We pay our respect to the elders both past and present and to a valued resource the Tribes have defined as their children. They are the Tribes' future. They are the future for us all. We raise our hands to all sovereign Tribes who have stewarded these beautiful lands throughout the generations. We ask each of you to show gratitude to the Tribal Nations where you are currently located.



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WSASP Equity Statement

WSASP's commitment to equity is designed to ensure that the association's values, policies, and practices create a safe and welcoming environment within the association, graduate education programs, and all settings in which school psychologists work in Washington. This commitment is also designed to ensure equal opportunity for all, regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, age, national origin, immigration status, socioeconomic status, language, disability, gender, gender identity, gender expression, sexual orientation, cognitive capabilities, neurodivergence, developmental level, chronic illness, or any other personal identity or distinguishing characteristic.

Acknowledgements

- **Acknowledge** the makeup of the school psychologist population in Washington State is overwhelmingly white (85%) and female (81%) (WSASP Census Survey, 2019). This is not representative of the makeup of the student population in our state, and reflects a variety of historical and current barriers to the profession that must be dismantled.
- **Recognize** that colleagues of color have been put in the unfair position of taking on an undue burden of work related to racism, inequities, bias, and bigotry, which can no longer continue.
- **Acknowledge** that we must confront our own internalized racism and implicit biases, and learn to think and act in ways that affirm and support our students, staff, faculty and community members identifying as Black, African American, Native-American, American Indian/Indigenous, Latinx, Asian-American, and Pacific Islander; and recognize the intersectionality of racial identity with other aspects of identity such as gender, sexual orientation, and socio-economic status.
- **Recognize** disproportionality in Washington State student data, including that American Indian and Alaska Native students are two times more likely to be identified as having an intellectual disability or specific learning disability than other students. Disproportionality also exists in long-term suspensions, where Black and African American students are three times more likely to be suspended for ten days or more than all other students.
- **Acknowledge** that we must confront biases in preK-12 schools and university training programs, and learn to think and act in ways that affirm and support our students, staff, faculty and community members identifying as Black, African American, Latinx, Asian-American and Native-American, American Indian/Indigenous.
- **Recognize** that social justice is both a process and a goal that requires action. "School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting non-discriminatory



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practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children and youth” (Adopted by WSASP Executive Board June 2020).

Leadership Actions

- WSASP does not engage in or condone actions and policies that discriminate against persons, including students and their families, other recipients of service, graduate students, supervisees, and colleagues.
- WSASP supports policies and actions that promote equal opportunity, justice, fairness, and respect for all persons in all settings.
- WSASP reaffirms our commitment to collaborate with and provide supports to our student school psychology organizations, including financial support, guidance with mentoring programs, and professional development.
- WSASP will actively recruit diverse voices for leadership positions within our professional organizations and committees in officer elections and appointments made to educational and community organizations on behalf of WSASP.
- WSASP commits to ensuring that diverse voices are engaged and represented across issues that relate to the field of school psychology in Washington state.

Association Actions

- WSASP will create a library of resources for students, trainers, and practitioners on social justice, equity and inclusion to expand access to this body of literature.
- WSASP will establish and maintain a mentorship program to support school psychologists in Washington State.
- WSASP will provide professional development grounded in equitable and anti-racist practices.
- WSASP will provide space for open collaboration among school psychologists.
- WSASP will advocate for policy and legislation that supports equitable practices in the field of education.