

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

Vision Statement: School psychologists are an integral and dynamic force in fostering student success



SCOPE



Contents



**WSASP President
Dr. Tracy Pennington
Tacoma School District**

President’s Message	Page 1
Current Recertification Requirements	Page 3
School Psychologist of the Year Award	Page 4
Louisa Thompson Award	Page 6
WSASP Spring Lecture Series	Page 7
If You Are Not At The Table, You Are On The Menu	Page 9
Outstanding Advocate Award	Page 10
WSASP Week of Action: February 12 - 16	Page 11
School Psychology Services Award	Page 12
The Continuing Evolution of Washington State’s Student Discipline Rules	Page 13
Letter from the Editor: New School Psychology Ed.S. Program at Gonzaga	Page 15
Best Practices in Consultation Award	Page 16
How to Contact your Area Representative	Page 16
Best Practices in Supervision & Education Award	Page 17
Best Practices in Assessment	Page 18
Working Conditions Survey Results	Page 19
Oral Language Specific Learning Disabilities	Page 20
President’s Award	Page 22
Diversity Award	Page 23
Upcoming Elections	Page 23
Why WSASP is Important: A Lesson Taught to Me by Don Haas	Page 24
Call for Presentations/Workshops 2018 Fall Conference	Page 25
Informed Consent	Page 26
2017 Fall Conference Pictures	Page 28
Leadership	Page 30

Attention Members: WSASP Week of Action, February 12-16 Page 11
Update on Working Conditions Survey Page 19

President’s Message

To my fellow School Psychologists,

HAPPY NEW YEAR!! I hope you all are feeling rejuvenated after spending some much deserved time with family and friends. As we settle back into our routines to continue the important work we do to serve the students of Washington State, let’s pause to reflect on what we’ve been up to so far this school year.

This 2017 WSASP Fall Conference was a rousing success! We were so fortunate to have John Kelly, current NASP President as our keynote speaker! Thanks to many last minute on-site registrations, we were able to reach maximum capacity. Other than some space concerns, reviews from attendees were generally very positive. Currently, we are gearing up for our annual Spring Lecture Series. This year, we are featuring presenters from Georgia, Colorado, Missouri, Nebraska, and Washington on topics such as diagnostic assessment of autism, consulting with teachers on classroom management, best practices in threat assessment, behavior screening in schools, and ethical issues impacting school psychologists. We are also looking forward to our Summer Summit this year, which will be held on August 17, 2018 at the Tacoma Convention Center. Finally, we are already planning the next fall conference to be held at the Sea-Tac Marriott! Your WSASP Professional Development Team has issued a call for presentations so if you know of any great --presenters, please send them our way!

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President's Message continued

Several members of your board had the opportunity to meet with Glenna Gallo, our new Assistant Superintendent of Special Education at OSPI, who came from Utah. Ms. Gallo is responsible for ensuring the provision of special education and related services on behalf of more than 130,000 eligible students in Washington. Superintendent Gallo shared some of her main directives going into the new year, one of which is to eliminate the discrepancy table. Once she uttered those words, she definitely had our attention! She also has plans to streamline the Safety Net process. It did not take long to see that Ms. Gallo is an action-oriented leader who is going to work hard for us. She was interested in what we had to say, and we left the meeting feeling encouraged and grateful that Glenna Gallo has joined us in Washington.

As you will recall from the last edition of, SCOPE we highlighted the changes made to the ESA-School Psychologist certificate. Conversations with Maren Johnson, Program Manager for the Professional Educator Standards Board (PESB) have continued. The PESB recently met to discuss allowing school psychologists with the NBPTS National Board Certificate to renew their ESA residency or pro-cert certificates with a current national board certificate in lieu of clock hours. Additional information from Maren Johnson is referenced below:

The NBPTS National Board certificate would be used in lieu of clock hours for **renewing** a residency or professional school psychologist certificate. It would not be used to obtain a professional certificate—in other words, the National Board certificate would **not** be a route to second tier certification for school psychologists.

Current policy, which has existed for many years, is that school psychologists can renew their continuing certificate with a valid NBPTS National Board certificate. This newly clarified policy would provide that same renewal eligibility to residency and professional certificate holders.

Many school psychologists have pursued NBPTS certification in order to obtain the state bonus. School psychologists are eligible for the state NBPTS National Board bonus per WAC 392-140-972, <http://apps.leg.wa.gov/WAC/default.aspx?cite=392-140-972>, as long as they meet all other bonus eligibility requirements. (This is not PESB WAC, but it is referenced here to provide context.)

School psychologists generally pursue NBPTS certification in the Exceptional Needs certificate area, or, if they also hold a state school counseling license, through National Board Certification for school counselors from the NBPTS. The NBPTS Exceptional Needs certificate includes, among other activities, completing the following:

- Investigate a student's learning or behavior need;
- Formulate a meaningful question directly related to that student's need;
- Design and/or select and then use an assessment tool or tools;
- Use the information gathered to implement new and/or modified goals;
- Instruct in order to foster the featured student's growth and development.

Currently, the only way for school psychologists to obtain a state professional certificate is through the Nationally Certified School Psychologist (NCSP) certificate from the National Association of School Psychologists--there would be no change to this policy. In the past, school psychologists were also able to earn a professional certificate through an approved ProCert program. School psychologists may also obtain a continuing certificate through 150 clock hours.

For some other background, it may be helpful for you to know that educators in Washington State who hold certificates in multiple roles (teacher, administrator, ESA) may renew all of their certificates with the same set of 100 clock hours or four PGPs (Professional Growth Plans). They are not required to submit a separate set of clock hours or PGPs for each of the certificates they hold. For example, if someone holds both a school psychologist and school counselor certificate; or both a school psychologist and administrator certificate; they are not required to complete 200 clock hours instead of 100 clock hours every five years--they can renew both certificates with the same set of clock hours or PGPs.

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President's Message continued

WSASP is in support of allowing school psychologists to **renew** their **residency and pro-cert** certificates with a valid NBPTS National Board certificate in lieu of clock hours. We will keep you posted on the final outcome of this recommendation.

Finally, I hope that many of you are planning to attend the NASP annual convention in Chicago, IL February 13-16. This year's theme is THE POWER OF ONE: CREATING CONNECTIONS. Remember, the simple day to day interactions we have with students **do** make a difference!

As your WSASP President, I've become more aware of the work you are all doing in your districts and it is impressive! Despite the shortages that leave many of us with larger caseloads, we still strive to do our best work advocating for students and families. As you continue working the remainder of this school year, remember to take time to take time to care for yourselves, and know that WSASP is here for to support you!

Cheers!

Dr. Tracy Pennington
WSASP President

Current Recertification Requirements

Residency, professional, and continuing certificate holders in the roles of teacher, administrator, and ESA may renew in five year intervals with:

- 100 clock hours or the equivalent in college credit
- Or, by completing four annual Professional Growth Plans (PGPs) during the five-year validity date of the certificate
- Or, by combining completed PGPs with clock hours for a total of 100 hours. (e.g. 3 PGPs + 25 Clock Hours = 100 Clock Hours)

This means that school counselors and school psychologists are no longer required to pursue second tier licensure. School counselors and school psychologists may choose, if they wish, to pursue a continuing ESA certificate with 150 clock hours aligned to the state school counselor or school psychologist domains. School counselors may choose to pursue a professional certificate through National Board certification, and school psychologists may choose to pursue a professional certificate through the NCSP from the NASP.

Here are a few resources you may find helpful:

• PESB Certification Update slide deck: <https://docs.google.com/presentation/d/1ZSbvnSLnvBG7cejN1Mw4iZqwEWdEeKHOQp9SYKyaxiQ/edit?usp=sharing>

• FAQ on recent certification changes: <https://docs.google.com/document/d/1VfXpDuVeOMZz3t2t4S3QnrVPHjS0BMMsbGMNR5PHcdQ/edit?usp=sharing>

• Why PGPs? A one page flyer for educators on the PGP process: <https://docs.google.com/document/d/15uopY6keGGbB1ZE6hZhVT9Zx7fzsgoVBjQ6ilyeRf5w/edit?usp=sharing>

Fall Conference 2017 Awards



Robin Arnold, Ed.S., NCSP
Everett School District
School Psychologist of the Year



The School Psychologist of the Year award is given to a school psychologist who demonstrates excellence across a broad range of domains, which may include assessment, intervention, consultation, education, supervision, research, evaluation, and advocacy for clients, community, or profession. The nominee should have personal characteristics which include high ethical standards, effective interpersonal skills, and a dedication to improving conditions for children, families, schools, and communities.

Robin Arnold of the Everett School District was nominated by several of her peers. Robin has been described as a well-rounded, talented and dedicated psychologist, who deserves the award of School Psychologist of the Year. Robin is a skilled advocate for students, making sure that they receive appropriate interventions, identifying their needs, and advocating for services that are “just right.” She teaches social skills as part of a coaching club for students needing social skills support. In addition, she mentors other school psychologists through this endeavor. She is deeply knowledgeable, compassionate and aware. Her ability to deal with cultural diversity, a variety of complex needs for children with or without disabilities and to work with all teachers to develop appropriate interventions and support is remarkable.

Robin writes the most thorough evaluations. She is well versed regarding the latest practices. Robin demonstrates superior knowledge of the rules and regulations surrounding special education law. She is very good at explaining and clarifying special education law to parents and staff. She works well with staff, administration, and parents alike. She never compromises her values and always advocates for what is best for a child, even if it doesn't make her the most popular person on the team. Robin works with staff to develop amazing interventions and data collection systems.

Robin has served as the Lead Psychologist in the Everett School District for two years, which has involved everything from ordering and managing online scoring software to being the overload psych whether she has any FTE assigned for that job or not. She has remained unbelievably cool and collected in even the most stressful of legal situations. She is knowledgeable about how to access different tools on the computer and she graciously assists the other psychologists who have difficulty remembering how to use computer scoring or who do not have her level of tech skills.

Robin is an all-rounder and the complete package: she is highly organized and supportive of her school teams and the school psychology group. During trying times Robin has demonstrated the ability to keep her head when all others are losing theirs. Robin is one of those school psychs who not only is very competent but also relates positively to all--parents, students, staff and fellow psychs. She supports ethical school psychology practices and adheres to NASP standards. She assists the school psychology group and the special education administrators in application of best practices. Robin's knowledge of current practices, law, and technology has brought a new level of expertise to our district. This knowledge base, along with her enjoyable sense of humor, makes Robin a true joy to work with in our district.

[Congratulations Robin for being an exemplary school psychologist, you truly deserve this recognition!](#)



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Fall Conference 2017 Awards
Jill Davison, Ph.D., NCSP, Area 4 Representative
North Kitsap School District
Louisa Thompson Award



The Washington State Association of School Psychologists (WSASP) would probably not be in existence today without the tireless commitment of Jill Davidson. Jill served as President of WSASP during 1993-1994, 2004-2005, and 2005-2006 terms. Because of her dedication to our state association, she carried the duties of president-elect, president and past president, when no one else would step up. We were discouraged as a profession, and were financially broke. But Jill persisted, and we exist today because of her.

Jill has been an active member of the WSASP executive board for years, including as the Government and Public Relations Chair. She has helped to inform, guide and advocate for our state association and profession at the state and national level. More recently, Jill has been the Area Representative for Area 4. She has been actively participating on the WSASP Government & Public Relations committee member.

Currently, Jill has been working with the National Association of School Psychologists and the Human Rights Campaign on a white paper regarding transgender youth in special education. This past school year, Jill was sought after for her expertise in working with transgender youth. She was contracted to complete evaluations for school districts in other states to ensure that these students were provided with comprehensive and fair evaluations. Jill has accomplished all of this while simultaneously working as a school psychologist for forty years. She is as actively involved with her North Kitsap High School, as she is at the national level. Jill demonstrates exemplary ethical standards and effective communication skills.

Jill has consistently demonstrated the knowledge and skills necessary to be an effective school psychologist, as well as the community and professional educator/advocate for the LGBTQ community. She is an exceptional, skilled, insightful, and innovative professional. Her dedication is tireless and her accomplishments to date are invaluable. Jill's leadership, professionalism, and advocacy are exhibited in multiple ways. She is willing to take on whatever challenge or task needs to be done with enthusiasm. In addition to her high-quality work as a school psychologist, she demonstrates an empathetic and unwavering commitment to her profession.

Jill exemplifies the professional in our field. She has never hesitated to take on the larger issues that beleaguer School Psychology. Her years of service as WSASP President were filled with efforts to make a [positive change](#) in School Psychology. She has familiarized herself with the political nature of the profession and became a change agent representing our field. Somehow, she has managed to combine both the finer points of measurement with the more philosophical issues when it comes to providing education to students with disability.

[For all these reasons, we give Jill Davidson the Louisa Thompson award. Congratulations Jill!](#)



WSASP Spring Lecture Series 2018



Schedule

AM Session: 9am-12pm

PM Session: 1pm-4pm

January 19th, 2018

AM Session:

Title: A Comprehensive Developmental Approach to the Diagnostic Assessment of Autism Spectrum Disorders

Speaker: *Celine A. Saulnier, Ph.D., Associate Professor, Division of Autism and Related Disorders, Department of Pediatrics, Emory University School of Medicine, Licensed Clinical Psychologist, Marcus Autism Center, Children's Healthcare of Atlanta*

PM Session:

Title: School Psychologists Consulting Around Issues Related to Classroom Management

Speaker: *David Hulac, Ph.D., Assistant Professor and Program Coordinator, School Psychology Program, University of Northern Colorado*

February 2nd, 2018

AM Session:

Title: Best Practices in Threat Assessment I: What You Need to Know

Speaker: *Linda M. Kanan, Ph.D., Consultant, Trainer, and Expert Witness*

PM Session:

Title: Behavior Screening in Schools: Using Population-based Data to Guide Interventions

Speaker: *Katie Eklund, Ph.D., Assistant Professor, Educational, School & Counseling Psychology, University of Missouri*

March 23rd, 2018

AM Session:

Title: Using Safe and Sound Threat Assessment II: Lessons From the Field

Speaker: *Linda M. Kanan, Ph.D., Consultant, Trainer, and Expert Witness*

PM Session:

Title: Functional Assessment Consultation Support

Speaker: *Edward J. Daly, Ph.D., Professor of Educational (School) Psychology, University of Nebraska-Lincoln*

April 20th, 2018

AM Session:

Title: The Good, The Bad, and The Ugly: Ethical Issues for School Psychologists

Speaker: *Phil Koester, NCSP, School Psychologist, Ethics Chair for WSASP*

PM Session:

Title: Characteristics and Attributes of Effective Leaders

Speaker: *Laurie Anne Harrison, Ph.D., School Psychologist, Washington State Association of School Psychologists Immediate Past President, OSPI Liaison*



WSASP Spring Lecture Series 2018



Evaluations will be available to you following the last webinar release (end of April). Clock hours for the entire series will be available in the beginning of May. There will be 24 clock hours. Clock hours will only be available for those who register for the series.

This year's Spring Lecture Series will be offered as a full series. No individual pricing is available.

Registration Fees

WSASP Members	Full Series - Members	\$200
	Full Series - Student members	\$75
Non-Members	Full Series	\$300

We are now accepting Purchase Orders! Therefore, if your registration will be paid by a district/institution, i.e. by Purchase Order, please email us at contact@wsasp.org and provide the PO Contact's name and email address. This is critical to ensure we know the status of any "pending" invoices.

If you have any questions, please contact our Office Manager at contact@wsasp.org or 509-724-1587 for assistance.

For those who register for the Spring Lecture Series, recordings will be available shortly after they air (within a few weeks).

Clock Hours

Clock hours are free for WSASP members. Regular membership is \$60 and can be purchased through our website ([Join WSASP](#)). For non-members, clock hours are included in the price of your registration. Upon completion of the full series evaluation, participants will be issued the appropriate clock hour verification form. Registrants are encouraged to petition their out-of-state certification offices to seek reciprocity prior to the start of the series/session. *Availability of clock hours is directly linked to registration (no sharing series/session participation between two or more participants.)*

If You Are Not At The Table, You Are On The Menu – Advocating For our Role as School Psychologists

Alexandra Franks-Thomas, NCSP
Franklin Pierce School District

Each summer, a member of your Government and Public Relations (GPR) committee has the wonderful opportunity to represent WSASP at NASP's week-long Public Policy Institute (PPI) at George Washington University in Washington, DC. Attending PPI provides a remarkable skillset to support WSASP's mission of advocating for school psychologists across our state. At PPI, training focused on three different aspects of advocacy work: professional, direct/legislative and social justice.

Professional advocacy is a role that each of us can fill in our own buildings and communities. This type of advocacy involves helping families, teachers, and administrators understand who we are, what we do as school psychologists, and why it matters that we have an active role in our schools. Our national association provides a number of easy to use resources for members to use in reaching out to other educators and communities on their website. Check out the School Psychology Awareness page on NASP's website, under the Resources and Publications tab for pre-typed letters, bookmarks, posters, and student and staff awards. The NASP theme for this year is "Power Up! Be a Positive Charge." While this is a great representation of our work to support students, it is also a way for each of us to be professional advocates.

Direct/Legislative advocacy involves communicating with decision-makers about a specific issue. This may take place at the district level, where school psychological services may be advocated for. This also takes place at the state and federal legislative levels. Your Government and Public Relations (GPR) committee is ramping up efforts this year to continue to address the shortage of school psychologists in Washington, and increasing the role of school psychologists as part of the rollout of the Every Student Succeeds Act (ESSA).

Social justice advocacy requires all of us to take actions to change "what is" to "what should be." This is a cumulative effort of legislative and professional advocacy, where legal changes are supported, and then implemented at the building level. This year, we are excited to bring the Hill Day experience back from PPI to Washington State! During the 2018 legislative session, WSASP will be holding our second annual Hill Day in Olympia. We invite all school psychologists to come to the capitol, receive training in new advocacy skills, and meet with their representatives to introduce our role, and encourage support of priority legislation. We will be sending out more details about Hill Day as the year progresses!

Jack Jennings, the Founder of the Center on Education Policy and 2016 NASP PPI presenter said, "If you are not carrying out your own agenda, then you are on someone else's agenda!" As we enter the age of ESSA and continue following the state's actions regarding the McCleary decision, we also enter an important time for our profession. With the increasing role of mental health and multi-tiered systems of supports in our schools, it is important for us to advocate for our seat at the table.

Fall Conference 2017 Awards



**Laurie Anne Harrison, Ph.D., Immediate Past President
Scope Editor, Retention & Recruitment Chair
Snohomish School District
Outstanding Advocate Award**



During her term as President of WSASP (2016-17), Dr. Harrison made advocating for our role the centerpiece of her efforts. In her first President's message to members in the SCOPE, Dr. Harrison said, "I am dedicated to school psychologists having voice, as well as the professional tools we need, and the best possible working conditions." Dr. Harrison met with many stakeholders during her terms as President Elect and President, including OSPI Superintendent Chris Reykdal, the program director for School-Based Health Care Services (SBHS) at the Health Care Authority (HCA), and the Executive Director for OSPI's Center for Improvement of Student Learning (CISL). Dr. Harrison has ardently advocated for the role of school

psychologists in the realms of social-emotional learning and curriculum/training, as well as mental health professionals in the schools. In addition, she has discussed various possible funding sources, including Title IV and Medicaid.

Dr. Harrison presented a motion at the Washington Education Association (WEA) Representative Assembly in the spring of 2017, in which WEA would assist WSASP in identifying and developing appropriate contract language for school psychologists. This motion also requires WEA to share these results with respective education association presidents and interested members, so that the data can be used during contract negotiations. As part of this process Dr. Harrison spear headed the Working Conditions Survey that went out in November, and is working with WEA on culling contract language for school psychologists across the state of Washington. She has also been a member of the Government & Public Relations (GPR) committee within WSASP, as well as a founding member of the ESA Behavioral Health Coalition.

Dr. Laurie Harrison has worked to make systemic changes regarding school psychological services, and has supported the mission and vision of our association. We are happy to recognize Dr. Harrison as the Outstanding Advocate for WSASP in 2017. [Congratulations Laurie on a well deserved recognition!](#)

Get ready to Self-Advocate



In order to participate in the discussion regarding the issues and challenges we face as School Psychologists, please go to Facebook and send a friendship request to the Washington State Association of School Psychologists. We have just completed the Working Conditions Survey (see page 17). WSASP is going to review the survey in conjunction with the contract languages found in districts across the state of Washington. An overview of this information will be presented in the 2018 Spring SCOPE. We are all aware of the need to advocate for our profession, and WSASP is dedicated in supporting this need.

**WSASP Week of Action: February 12-16**

Your WSASP GPR Committee would like to invite you to participate with us in our second annual WSASP Week of Action, an experience in grassroots advocacy. This week of proactive activities will take place **February 12-16**. Modeled after the idea of a ‘Hill Day,’ in which constituents contact or meet with their elected officials to advocate, our action will be for a week instead of a day. Because Washington weather can be unpredictable, we will be offering opportunities for you to participate locally if you are unable to make it to Olympia. We are hoping that you will be inspired to participate at multiple levels, including but not limited to: writing letters to the editor, sending emails or form letters, calling your elected representatives, and meeting with them in Olympia or with their staffers in their home districts. Clock hours are available!

Stay tuned, and you will be offered multiple levels of support along the way. We hope that you will be inspired to make your voice heard—we need to stand together to support education for all students! If you have any questions, contact your GPR committee at gpr@wsasp.org.

When emailing or calling your state representative or senator on a bill the following steps are recommended:

1. Go to app.leg.wa.gov/district
2. Type in your address and zip code.
3. Click on the Legislative tab below for your state representatives/senator, or the Congressional tab for your federal representative and senators.
4. Their names will pop up, simply click on the name, and you will have access to his/her email or phone number.
5. When contacting by phone or email, again state your address/zip code
6. A bill that has HB in front of a number, is a house bill, if it has an S in front of a number it is a senate bill.
7. The people answering your call or email, are simply tallying the number of people ‘for’ or ‘against’ a bill.
8. Be succinct: I support HB/S bill number, or I do not support HB/S bill number.

You can also choose to schedule a meeting with your legislator at their home office, and have an in depth conversation with him or her, but it will most likely be with an educational staff member who report directly back to him/her. You do not need to travel to Olympia to speak to them.



Fall Conference 2017 Awards Tumwater School District School Psychology Services Award



Over the last several years, the Tumwater School District has consistently demonstrated increased and improved practices that exemplify effective school psychological services. The Tumwater School District's current Strategic Plan have focused their goals on Early Learning, the Whole Child, Choice/Flexibility, Academic Success, and Community Engagement. Within these goals there is a commitment on increased access to services and supports for both students and families, school-community partnerships, and data-driven decision making processes.

For several years they have conducted universal screenings for academics at the elementary and middle school levels, and created a wide variety of tiered academic interventions for all learners. Every elementary and middle school is at some level of implementation of Positive Behavior Intervention and Supports (PBIS), while the high schools have also been implementing school wide efforts regarding positive school climate, culture and supports (CHAMPS, PBIS, Renaissance/Pride Tribe, etc).

As part of their Whole Child goal in the strategic plan, the district has supported the development of a Mental Health Task Force, and out of this emerged a screening tool for social-emotional learning skills that will soon be implemented district-wide. This screening focuses on the K-12 Social-Emotional Learning (SEL) benchmarks that were developed by OSPI, and will be used to provide needed interventions for students and supports for staff. The district has also supported the development of a Risk/Threat Assessment team, to be able to identify and intervene regarding Level 1 threats of harm. In addition, this summer, the district provided the PREPaRE training for counselors and school psychologists. They will now develop and implement practices for research/evidence based crisis response and intervention. School psychologists have been vital members of these teams, and their input is always welcomed. They are offered frequent opportunities for participation and leadership district-wide.

For the last few years, there has been a district-wide emphasis on professional development focusing on Adverse Childhood Experiences (ACEs), resilience, and trauma-informed practice. There has also been access to Welcoming Schools training, with a focus on creating safe and welcoming climates for LGBTQ students and families, as well as families from diverse cultural and ethnic backgrounds. The Tumwater School District is in its fourth year of partnering with *Together!* Thurston County, a nonprofit whose mission is advancing the health and wellbeing of all young people; at this time, *Together!* is providing services in seven of our ten schools. Each of these seven schools also has a Resource Bank provided by *Together!*, providing a variety of supports (anything from clothing, food, toiletries and household products, to finding community services and resources). They have also created immunization and sports physical clinics in our schools at the start of the year. Also, among these resources is a partnership with Sea Mar Community Health, to provide mental health services in school to secondary students, with an eye to adding these supports to elementary students in the future. At every level and every turn, school psychologists are able to practice in a broader role than a simple test and place model. They are valued members of our schools and our district, and are seen as resources and service providers. These examples demonstrate why Tumwater School District exemplifies effective school psychology practices and is deserving of the School Psychology Services Award. [Congratulations Tumwater School District!](#)

The Continuing Evolution of Washington State's Student Discipline Rules

Stephanie Palmquist

Media and Database Coordinator
Office of the Education Ombuds (OEO)
Washington State Governor's Office



The evolution of Washington state's student discipline rules continues. We are approaching two years since the legislature passed ESHB 1541, also known as the Educational Opportunity Gap Bill, which included another round of significant changes to student discipline practices. Since the passage of that law, OSPI has updated the state regulations on student discipline, at WAC 392-400, once, to reflect the major changes from 1541. This fall, OSPI wrapped up an extended public comment period to get input on a more significant rewrite of the rules. You can find a copy of OSPI's proposed revisions on its website, and see a letter that OEO submitted during the comment period on our site, here: <http://www.oeo.wa.gov/contact/legislative-activities-and-committees/>. OSPI has indicated they anticipate publishing final rules sometime in early 2018.

The evolution in our state's student discipline rules over the past 5 years has been considerable. Imagine just 6 years ago: students faced expulsions with no end date. An emergency expulsion, in theory limited to only as much time as needed to address or investigate a potential imminent threat of disruption or harm, had no maximum time-period. Students out on short-term suspensions could take tests or turn in important assignments after they returned, but many students facing long-term suspensions or expulsions had no clear option or path for keeping up while they were out. Some districts had developed alternative programs; others had not. Since then, the state has put limits on the length of suspensions, expulsions and emergency expulsions. It has also made clear that districts remain responsible for offering some kind of alternative educational services when they do suspend or expel a student: whether for short or long term periods. Perhaps even more significantly, in 2016, the state determined that districts may no longer use long-term suspension or expulsion as a response in cases of "discretionary discipline."

Other key changes include requirements for re-engagement planning to support improved outcomes for individual students, and regular review and use of data to drive improvements at the systems level. These changes in the laws and rules come out of many years of advocacy and collaboration among education professionals, community organizations, families and policy-makers. Educators intent on ensuring that every child has an opportunity to learn and stay engaged through to graduation are working on building capacity across schools and districts with Positive Behavior Intervention Supports and other school-wide programs. Families and community members looking at data, newly accessible on OSPI's Performance Indicators - Data & Analytics webpage thanks to changes in the laws regarding data collection and reporting, are pushing for changes that will reduce both overall numbers and disproportionalities in exclusionary discipline and support students who are removed.

The Washington State Governor's Office of Education Ombuds (OEO) has been at the table, working to help identify opportunities for improvement in state level policies and practices, and we will continue to collaborate with stakeholders to understand how these changes affect students and the day-to-day work of schools. Our aim is to support policies and practices that will keep more students engaged in school, or engaged with their education even if they are not able to be in the classroom, and to eliminate disparate impacts of exclusionary discipline practices on students of color, students with disabilities and low-income students.

Continued on next page

Continued - The Continuing Evolution of Washington State's Student Discipline Rules

OEO has been taking calls from families, community professionals and educators for the past 10 years. Over those years, questions and concerns regarding students with disabilities have predominated the calls. Many of the calls involve students with disabilities who have been suspended, or expelled, or have been repeatedly sent to the principal's office for disruptive behavior. In these cases, OEO shares information about general and special education rules around discipline, and options for understanding and responding to behavior challenges, including Functional Behavior Assessments and Behavior Intervention Plans. Other times, calls come from families or community professionals concerned that a student's behavior challenges might be masking an as-yet unidentified disability. In those cases, we are able to share information about how to request an evaluation, and what to expect as the process moves forward. This school year, 14% of calls to OEO involved questions or concerns relating to student discipline. Of those calls, 67% involved students out of school for disciplinary reasons and 59% involved students who receive special education services.

This work often brings us into contact with school psychologists who are called upon to support teams in making manifestation determinations, and in helping get at the root of challenging behaviors for students with disabilities. With many of the recent changes in general education student discipline rules, we anticipate the skill sets of school psychologists becoming increasingly in-demand for discussions both at systemic and individual student levels.

In particular, there will be need for individuals with skills and comfort in collecting, analyzing and trying to make sense of data. There will also be increasing need for individuals able to assess and understand both individual and environmental factors that can contribute to behaviors.

State law now requires that districts engage with families to develop culturally responsive and culturally sensitive re-engagement plans for students suspended or expelled for more than 10 days. Part of the reengagement planning involves outlining supportive interventions that would support the student's engagement in school and academic success. The plan should take into consideration the incident that led to the removal and aid the student in taking steps to remedy the situation. Our work teaches us that in many cases, this will require reflection not only on the student's behavior, but also on the dynamics of the classroom environment and relationships between the student, teachers and other adults in the school. There will be a need for an understanding of how to do this kind of environmental assessment of behavior, and how to design effective interventions based on the assessment.

OEO will continue to be at the table as stakeholders around the state see how these changes play out in the day-to-day work of schools and lives of students. We look forward to continuing in the effort to support students, families and schools in turning incidents of student discipline into opportunities for deepening family and school collaborations and supporting student learning.



Letter from the Editor

New School Psychology Ed.S. Program at Gonzaga University

I had the opportunity to talk recently with Dr. Vincent Alfonso, the Dean of Education at Gonzaga University. Dr. Alfonso has been a practicing school psychologist and has been actively involved in the National Association of School Psychologists. He recognizes that challenges Washington State faces in attracting and retaining school psychologists. Dr. Alfonso is also a recognized author who has coauthored the Essential of WISC-V Assessment, Essentials of Specific Learning Disability Identification and helped develop the Cross-Battery Assessment Software System online. He has been a strong advocate for our profession, he understands the challenges that school psychologists face directly on the job. He is dedicated to ensuring individuals who are accepted into the new Ed.S. program will have the tools and the support needed to function effectively as a school psychologist.

The School of Education (SOE) at Gonzaga University, is located in Spokane and has been approved to launch an [Education- al Specialist \(Ed.S.\) in School Psychology](#) program for Fall 2018. This program offers [two entry tracks](#): one for post-baccalaureate degree candidates and one for post-Master's degree candidates. They are recruiting their first cohort of post-baccalaureate degree candidates to begin in Fall 2018. The following information was provided directly to me via Dr. Alfonso.

U.S. News and World Report listed school psychologist as the top social service job for 2015 (<http://money.usnews.com/careers/best-jobs/rankings>). The Bureau of Labor Statistics reports that 16,400 new school psychologist jobs will be added between 2012 and 2022, with an employment growth rate of 11.3 percent. Persistent and critical shortages of school psychologists exist in Washington State, across the region, and across the nation. Specifically, a minimum of 75-80 unfilled positions were listed on the Washington State Association of School Psychologists (WSASP) job posting site during the 2015-2016 school year. The United States Department of Education (USDOE) also listed school psychology as a critical shortage area for Washington State in 2015-2016 (USDOE, 2015). At the university level, a significant number of Psychology Department graduates apply to selected SOE programs given their relationship to those personal preferences that attracted them to psychology and the prospects of employment. In addition to providing a pathway to immediate employment as a school psychologist, the specialist degree program may also serve as a springboard to doctoral studies.

The Ed.S. in School Psychology prepares candidates to become practicing School Psychologists in the State of Washington and aims to prepare candidates who meet criteria as nationally certified school psychologists. Graduate preparation in school psychology educates and trains individuals to apply principles in psychology and education to support school-wide academic and social-emotional programs, collaborate with teams to identify candidate learning and behavioral problems, and develop evidence-based intervention plans.

The Ed.S. School Psychology Program will adhere to standards for training set forth by the NASP and will be delivered via evening coursework to allow candidates to continue to work while earning the degree. Field-based activities will be required approximately 1-2 days per week during the second year of the program, and a full-time 1200-hour internship (i.e., 5 days per week) will comprise the third year of the program.

If you are interested in learning more about this program, please [contact us today](#). If you are interested in [applying for admission](#), you can begin it online.

Fall Conference 2017 Awards



Rebekah LaMarche, M.S., NCSP
North Thurston School District
Award for Best Practices in Consultation



Rebekah LaMarche is extremely dedicated to helping our students succeed. She goes above and beyond to make sure our staff is getting the support necessary. Her communication with students and staff alike is fantastic. I am proud to have her working at Timberline and feel very grateful that she is here for all of us. Rebekah collaborates with all staff to write thorough and meaningful evaluations. She provides leadership and emotional support as staff navigate challenging situations. Rebekah has good common sense which seems basic and yet is hard to find and is a skill that cannot be taught. She knows when to seek clarification and guidance. She is not afraid to engage in challenging conversations with her team or parents. Rebekah is sought out by peers, parents, and educational staff for her insights, grounded common sense, and her approachability. [Truly inspiring Rebekah, Congratulations!](#)

How To Contact Your Area Representative

Area Represented	Name	Email
1 A	Annemarie Hutson & Ashley Burchett	Area1A@wsasp.org
1B	Michael Pletan & Cassie Mulivrana	Area1B@wsasp.org
1C	Laurie Engelbeck	Area1C@wsasp.org
1D	Steve Gill & Rebekah Hereth	Area1D@wsasp.org
2	Danielle Howell-Hanson	Area2@wsasp.org
3	Nathan Cattarin & Tessa Nearing	Area3@wsasp.org
4	Jill Davidson & Donna Guise	Area4@wsasp.org
5	Alex Franks & Sherri Bentley	Area5@wsasp.org
6	Danna Williams & Carrie Bishop	Area6@wsasp.org
7	Chad Waldman	Area7@wsasp.org
8	Elizabeth Willis & Kim Rockey	Area 8@wsasp.org
9	Chris Smead & Michael Kirlin	Area9@wsasp.org
10	Jenny Marsh & Valerie Herron	Area10@wsasp.org



Fall Conference 2017 Awards

Cassie Mulivrana, Ed.S, NCSP

Snohomish School District

Award for Best Practices in Education and Supervision



Cassie Mulivrana is currently lead psychologist in the Snohomish School District, and even prior to this role, she went above and beyond in endeavors small or large. It is important to Cassie that her fellow school psychologists are properly supported. Cassie has worked hard to insure school psychologist meetings have a meaningful agenda, and she has embedded professional development in most of the meetings. She draws upon all of us to participate, sharing our professional areas of interests. She supports the school psychologists in the district in having access to webinars, and has pursued getting clock hours for the school psychologist meetings and for the webinars. She also coordinates outside educational opportunities for school psychologists.



Cassie is an outstanding internship supervisor. Several of her interns indicate she is exceptionally patient and thorough. She supports the interns in learning how to work with all the district's data systems. For instance, she shares how to access district data on academic skills via [Data Dashboard](#), [how to](#) find relevant information on Skyward such as discipline, health, and attendance records. She is competent in using and demonstrating how to use IEP on line. During parent conferences she models how to work with demanding parents so that everyone feels good about the process. She has a strong understanding of disabilities and the nuances and attributes that can only be understood with experience. She has an open-door policy, she is very patient, and it is clear she loves being a school psychologist.

Cassie is an excellent mentor. Even experienced psychologists coming into a new district, need someone who is patient, caring and knowledgeable to show them how the district functions. They know they can call upon Cassie when they are unsure and Cassie either knows the answer or finds out quickly and gets back to the person. Cassie truly goes above and beyond to be supportive of her peers. She will often stop what she's doing to help others, she always offers her phone number and email to new school psychologists, shows them around their building, then asks them to call her any time with any questions. As one school psychologist stated, "I have never seen a person more dedicated to helping others". The school psychologists in our district now turn to her for a second opinion, knowing they can trust her knowledge and judgment.

[Congratulations Cassie on being an outstanding example of Best Practices in Education & Supervision](#)



Fall Conference 2017 Awards

Lisa Lohse-Miranda, M.Ed., NCSP
Franklin Pierce School District
Award for Best Practices in Assessment



Lisa Lohse-Miranda was nominated by Nicole Jefferson & Heather Randall for the Best Practice Award in Assessment. Her colleagues report that Lisa is viewed as a leader within the Franklin Pierce school psychology group due to her extensive knowledge and continuous willingness to help interns and fellow school psychologists.

Lisa facilitates the Early Learning Center screening and evaluation process for preschool-aged students at the Franklin Pierce School District's Early Learning Center. She greets each parent at the start of their appointment, providing a sense of warmth and comfort. She makes sure that each student has been assessed in their needed areas and communicates well to both parents and other evaluators. She has worked hard to make these processes run like a well-oiled machine. She is a critical thinker, weighing various aspects of each situation to arrive at data-driven answers. Lisa is instrumental in implementing curriculum based measurement even with our youngest children.

Her colleague reports "She is the person I turn to when I have questions, a unique situation, need to bounce an idea off someone or just need someone not emotionally involved in the decision. She has so many great qualities that make her an incredible colleague and friend. Lisa is a very critical thinker, she weighs aspects of situations to arrive at well-thought out, data-driven answers. She digs deeper when the question demands it. Lisa has one of the hardest School Psychology jobs....preschool Childfind and school psychology at our Early Learning Center. She runs a seamless preschool Childfind program that identifies children so that we can deliver early intervention services and try to change the course and impact of their disability or delay. She has been instrumental in implementing curriculum based measurement and data based decision making even with our youngest children. Additionally, Lisa is well-studied on all things special education and is a strong advocate for our students, our staff and our profession. She challenges all of us to grow and learn and be thoughtful in our approach to all aspects of our job. I believe Lisa deserves any acknowledgement for the work she does."

[Congratulations Lisa, you truly are amazing!](#)

An overview of the School Psychologist Working Conditions Survey Results

Laurie Harrison, Ph.D.

The Working Conditions online survey was administered late October through November 2017. Both the Washington Education Association and WSASP sent the survey invitation to their school psychologist members. There were close to 485 respondents, however only 385 respondents, approximately 48% of the statewide school district school psychologists completed the survey. Most respondents chose not to identify the school district in which they worked. Of those who responded, 98% were certified as school psychologists, 1% were emergency certified school psychologists, and 2% are certified in another area.

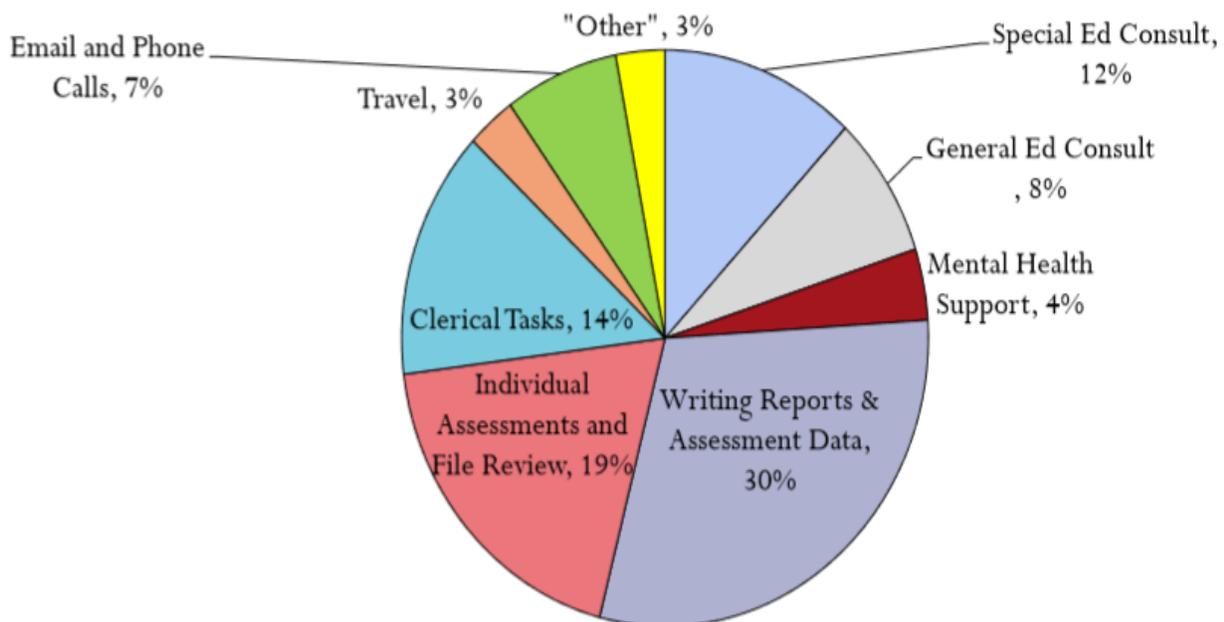
Eighty-seven % of the respondents have a graduate degree in school psychology. Eighty-five % of the respondents work in Western Washington and 15% work in Eastern Washington. The average school psychologist has a special education case-load of 110 students. Thirty-three % are at one school, 42% at two schools, 14 % at three schools, 3% at four schools, the rest of the school psychologists work in five or more schools or in other programs.

As can be seen below school psychologists are spending almost 3/4 of a day, per week performing simple clerical tasks. This means that school districts are wasting valuable resources.

In our upcoming Spring SCOPE we will have an overview on the contract language specifically pertaining to the school psychologists across school districts in Washington State. WSASP would like to hear from you. Please join us on the Washington State association of school psychologists Facebook page.

Respondents spend an average of 30% of their work week writing reports and assessment data. Another 19% of their work week is spent on individual assessments and file review and 14% for clerical tasks.

Allocation of Tasks in Average Work Week (Q2)



Fall Conference 2017 Presentation

Oral Language Specific Learning Disabilities

Kelly Coughlan, Ph.D.
Tacoma School District

Have you ever had the experience of realizing that because a student's full scale IQ was a bit below average, that he didn't qualify because *he wasn't smart enough* for special education? Or, has a principal ever said to you: "If this kid doesn't qualify, then no one should qualify—I've never seen a case this bad before. He desperately needs special education!" Then, when you test, the kid doesn't qualify? Or have you ever had a crying mother look you in the eye and say: "Why don't YOU want to help my child?" Well I have had these experiences and they forced me to look deeper into eligibility practices and ask myself not only WHY did those students not qualify but HOW can I help kids that desperately need special education receive it.

The deeper I looked, the more I realized some critically important areas that are often overlooked and a legal framework that has been historically misinterpreted—and is now clarified. I have improved my practice and have found students, parents, principals, and myself to be much more satisfied with the evaluation process. This information is worth sharing.

First, it is important to note that eligibility and recommendations are a multi-step process. First is eligibility. The question for the team is: "Does this student meet eligibility criteria under any eligibility category?" If the answer is yes, the second step is to determine the student's specific educational needs. It is necessary to state a student with a disability also has a need for special education to be eligible. However, it is not sufficient to *equate* eligibility with need. Often the student has needs beyond the eligibility area itself. The Office of Special Education Programs clarified this point: "Part B of IDEA and the Department's final regulations do not impose any limitation on the services to be provided to a child identified as having a specific learning disability based on the areas of severe discrepancy.... OSPI has also clarified that for us in Technical Assistance Paper No. 5 revised (February, 2012): "The evaluation must be comprehensive and must address all areas of a suspected disability, including those areas which may or may not be directly related to the suspected eligibility category." Eligibility categories which I often see used and misused are Specific Learning Disability, Developmental Delay, and Speech/Language Impairment. In those eligibility areas it is common for teams to limit services to areas of eligibility (or discrepancy) only. This practice should be reconsidered by anyone (or district) using it most urgently as it may deny a student a FAPE.

Secondly, there are two areas where school teams can establish eligibility—but we rarely do: Specific Learning Disability in Oral Expression and Specific Learning Disability in Listening Comprehension. We may have determined that our speech/language pathologists would be able to diagnose those. But those areas are also Specific Learning Disabilities. While districts may establish criteria for determining eligibility (such as two standard deviation below the mean for SLI), school psychologists have opportunity using either discrepancy or professional judgment to guide eligibility in Oral Language SLDs.

Continued on next page

Continued: Oral Language Specific Learning Disabilities

Eligibility: Considering use of a nonverbal IQ test may be important since students with oral language-based learning disability may not demonstrate a discrepancy from a full-scale IQ. Lack of a discrepancy is understandable since much of a student's full-scale IQ comes from their oral language skills (listening, understanding, responding). However, by carefully studying a student's strengths and weaknesses through the data collected from teachers, Speech/Language Pathologists, assessments, parent reports and developmental history, and considering use of an approved nonverbal IQ test with the discrepancy tables, it is often possible to use discrepancy or, alternatively, professional judgement when legally appropriate, to find these students eligible for special education.

Educational Need: We have recently learned from the Supreme Court that we are now required to develop a meaningful IEP that offers more than "de minimis educational benefit." Therefore, it is more important than ever to perform a comprehensive evaluation. Because most curriculum and instruction are language based, failing to assess and detect language-based learning needs may not be comprehensive enough to provide a FAPE.

I recently had a high school re-evaluation where the student had been categorized as Intellectual Deficit. He was in general education with resource support for Reading and Writing. Upon a comprehensive re-evaluation we found there was no Intellectual Deficit at all—he had an oral language learning disability that had never been thoroughly evaluated. I'm glad I had the opportunity to perform his last school-based evaluation and help him and his parents understand his true disability. I hope you learn from what I have learned and, if you are not already, consider assessing students for Oral Language learning disabilities routinely in your practice.

For additional information please consult the following references as well as the end notes.

Essentials of Specific Learning Disability Identification by Dawn Flanagan and Vincent Alfonzo (2011)
Dyslexia, Dysgraphia, OWL LD, and Dyscalculia by Virginia Berninger & Beverly Wolf (2016)
Learning Disabilities and Related Disabilities, 13th Ed., by Janet Lerner and Beverley Johns (2015)

www2.ed.gov/policy/speced/guid/idea/letters/2008-2/redactedb060308ld2q2008.pdf
http://www.k12.wa.us/SpecialEd/pubdocs/TAP_5.pdf
<http://www.wrightslaw.com/law/art/endrew.douglas.benefit.fape.htm>



Fall Conference 2017 Awards

Pamela Hamilton, M.Ed., NASP Delegate
Edmonds School District
President's Award



The President's Award is given by the President of the WSASP to acknowledge an individual or organization who consistently and over time has demonstrated the characteristics of leadership and dedication to our profession.

Pamela Hamilton has been involved with WSASP since the 2005-2006 school year while she was an intern. Prior to being a school psychologist, Pam Hamilton was a special education teacher for many years. She brings a wealth and understanding of children with disabilities. While she helped with registration for Seattle University during the WSASP Summer conference, she was asked by the Area representative from 1B if she would like to be co-representative. Pam said yes, thinking it would be a good way to get to know other psychologists and it certainly has been. She has been involved with WSASP ever since!

Pam was President-Elect during the 2010 – 2011 year and became President of WSASP during 2011 – 2012, and Immediate Past President during 2012 – 2013. Upon completing her presidential responsibilities, Pam ran for and was elected the National Association of School Psychologists (NASP) Delegate for Washington State. She is currently completing her final year. This role requires travel and commitment. She is someone who can always be counted on.

She is a wonderful, encouraging mentor. She is always willing to share her expertise and knowledge with anyone who asks. She volunteers to attend meetings, whether with the Washington Education Association or with the Office of Superintendent of Public Instruction. She is an optimistic, positive soul who has been a great asset to WSASP, NASP, and the districts in which she has worked.

[Thank You Pam for all you do for WSASP!](#)

ASP A

Alaska School Psychologists Association

ASP A members, Alaska and Washington School Psychologists, and other professionals: Mark your calendar! Here is a great opportunity to earn 3 ASPA/NASP approved CEUs in ethics.

- When: April 12, 2018, 2-5pm Alaska Time
- How: Skype Session
- Title: A Practical Review of HIPPA, FERPA, & Cybersecurity: Ethics For School Psychologists
- Cost: \$53. After you register and pay, ASPA will send you a skype link.
- Full details will be announced in the ASPA spring 2018 newsletter



Fall Conference 2017 Awards
Harmony Langmack, Graduate Student
Central Washington University
Diversity Award



Harmony is a first-generation college student with a philosophy that encompasses resilience and tenacity. She embodies the spirit of the WSASP Diversity Award. She is currently in her second year in Central Washington University's school psychology Ed.S. program. She is motivated to succeed and has chosen to be a school psychologist with a goal to return to her diverse community and empower other minorities to pursue higher education. She hopes to serve as a mentor for students by giving them a clear example that people from their community are more than capable of excelling and receiving a college education. Along with her rigorous studies, Harmony has worked as a graduate assistant with our PSY 101 classes which have large sections of 80 students where graduate assistants lead large lab sections. She has a demonstrated history of working well with undergraduate students and is skilled in planning, organizing, and facilitating their activities. She is also currently a part of Dr. Marrs' research team which focuses on research with ELL students.

[Hamony we look forward to working with you in the future, you are truly outstanding!](#)

Upcoming WSASP Elections

Every spring the WSASP board that represents and serves you holds elections. This year, the positions up for election are the President-Elect, Treasurer, and multiple Area Representatives (1B, 1D, 2, 4, 6, 8, and 10). The President-Elect position is now nominated through the WSASP board, per the bylaws the board revised in 2015. The reason for this, is to ensure that the individual who wins this position has been actively engaged in WSASP, and has proven him/herself in a leadership position that supports WSASP's mission and vision statements. Other positions are nominated through the membership. We will send out a call for nominations in March, asking you to nominate someone that you think might be a good fit for these positions. All nominees must be members of WSASP and School Psychologists. Descriptions of the roles (and what districts the different areas serve) will be included in the email and Survey Monkey. We are looking for 2 people per Area, to share the position, to make sure there is representation from each area at every board meeting. It is common that at least one of the current Area Representatives will also be renominated and can help guide a co-representative. We encourage you to consider colleagues for these positions. After nominations have been received, ballots will be sent via an email and the voting process will occur on Survey Monkey later this spring. We look forward to hearing back from you on these important decisions regarding who you want to serve you on your WSASP board.

Why WSASP is important: A Lesson Taught to Me by Don Haas

Steve Hirsch, Ph.D., NCSP, Professional Development Chair
Shoreline School District

Don Haas recently passed away. Not sure how many of you knew him, though he was a former president of WSASP (approximately 9 years ago). In his own unique way, he taught me one great value of being a part of the Association. About ten years ago, Don approached me and was quite perturbed that a colleague of his from Brewster or a nearby district had retired after being a psych for some 40 years. Nobody seemed to be aware of this, aware of his dedication and contribution to the field, and nobody seemed interested in celebrating the retirement. The psych just faded away, riding off into the sunset.



Why do I persist in paying my \$60 dues each year to belong to WSASP? I really don't need the clock hour discount (my district provides most of the required clock hours, especially now with so many hours being given to my evaluation process); The SCOPE is terrific but I can survive without it; and the volunteer hours I have put in over the past dozen or so years coordinating Professional

Development activities for you all have been exhausting at times. I do it because I want to be part of the Washington School Psychology FAMILY! We are a profession, not a job. I don't say goodbye to School Psychology after 4:00. I truly appreciate the camaraderie; the discussions (debates?) about current issues; the challenges; the self-reflection on how to do a better job; but most of all- the School Psychology family. Retirement after forty years in a profession should result in a celebration and should be acknowledged. Don's friend and colleague was not a member of WSASP so we didn't have the opportunity to celebrate his career and more importantly, we didn't get a chance to know him.

Please continue to join WSASP and stay a member of our family. We really benefit from our continued contact.

A memorial will be held for Don on Saturday, March 24 at 8:00 am, at the Chateau Faire Le Pont Winery, One Vineyard Way, Wenatchee 98801.

Donations honoring Don's memory and his devotion to helping children can be sent to St. Jude's Hospital: [http://giftfund.stjude.org/Donald G. Haas](http://giftfund.stjude.org/Donald%20G.%20Haas), or go to fundraising.stjude.org and enter Donald G. Haas in the window

CALL for PRESENTATION/WORKSHOP

2018 School Psychology Fall Conference- Thurs Oct 18-Sat Oct 20, 2018

Sea Tac Marriott (near airport)

Welcome to our fall conference. We are attempting to identify speakers for the conference and your participation in the past, recommendation from colleague and/or interest has entitled you to this invitation. Please consider presenting at our conference. We are very flexible in terms of length of talk. Simply complete the form below and send to me. I will need abstracts by Feb 15 but have no fear, I will bug (remind) you over next month.

Presenter Name(s) _____

Affiliation (district/university/agency) _____

TOPIC OF TALK (e.g. assessment; consultation; social-emotional; mental health)

Title of Talk: _____

Ideal length of time for talk:

_____ part of a panel (maybe 20 min or so)

_____ short discussion format (45 min-1 hr)

_____ traditional length for WSASP (90 min)

_____ workshop for certification (e.g. ethics; suicide prevention; abuse) 3 hrs

Preferred Day/times for talk

_____ thurs afternoon _____ Friday morning _____ Friday afternoon _____ Sat morning

_____ thurs morning (available for certification workshops)

Abstract (if available now; otherwise please submit by Feb 15) (feel free to attach if more space needed)

Please return to Steve Hirsch

Steve.hirsch@shorelineschools.org



Informed Consent

Phil Koester, NCSP, Ethics Chair
Ferndale School District



(Ethical Issues: True Stories from the Field From the desk of Phil Koester: SCOPE Sept/Oct 2009)

The case concerns a 20 yr old adult who, according to evaluations, was born with Down syndrome, was severely retarded, and lived in a residential facility/group home for developmentally delayed adults. This profoundly developmentally delayed adult student functioned at a 1-2 year old level in all developmental areas, was reportedly “prelinguistic”, and received support from the Washington State DSHS, Department of Developmental Disabilities (DDD). The residential facility/group home contacted the district to enroll the student into special education classes, under the provisions of Individuals with Disabilities Education Act (IDEA) or chapter 392-171A Washington Administrative Codes (WAC). Under these provisions the student is entitled to a free and appropriate public education through the year that they turn 21. The group home staff essentially acted as legal guardians by enrolling the student. Later the school found out that the student had been their own legal guardian since the age of 18. The student was unable to write a single letter or use letters to make words, and had no verbal skills beyond grunting. For all signatures the student was physically assisted by group home staff to scribble an “x” for their signature on all legal forms (Public school forms, medical forms, state DDD forms etc.) Is this ethically appropriate? Is this legal?

“Informed Consent” (WAC 392-171A-03000) requires that the student’s legal guardian or adult student be notified in writing, for every action taken, and “informed consent” must be given in writing for the implementation of nearly all proposed actions. Besides the provisions of special education the Family Educational Rights and Privacy Act (FERPA) law requires that personal information is confidential and outlines the conditions necessary to legally share confidential information with third parties. Informed consent is required to authorize such a release/sharing of confidential information. Can a severely developmentally delayed, prelinguistic, adult student with Down syndrome, provide informed consent? The ethical principle assumed within the term “informed consent” is universally clear across professions. It essentially assumes that the person understands what he/she is signing. The School Psychologist believed that it was clearly impossible for this adult student to understand the provisions of IDEA/special education, and clearly needed a legal guardian, or Guardian Ad Litem. According to Pamela McPartland, OSPI special education operations, “WAC 388.825.080 states,” „if it appears an eligible individual requires a guardian, the division’s (DDD) field services may assure initiation of and/or assist in guardianship proceedings. Pamela wrote further: “...I would encourage the school district to talk to the DDD case manager assigned to a particular client, in order to determine whether a full or limited guardianship would be appropriate. If this is not successful, you may want to address the concerns with the person in charge of DDD for your region.” (letter dated March 30, 1996). In fact, this is what transpired and DDD initiated a court order to assign this adult student a Guardian Ad litem.



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2017 Fall Conference Pictures



Left to Right: WSASP President -Dr. Tracy Pennington; NASP President - Dr. John Kelly; Outstanding Advocate Award - Dr. Laurie Harrison; Best Practices in Education & Supervision Award - Cassie Mulivrana; President’s Award - Pamela Hamilton; Best Practices in Assessment Award - Lisa Lohse-Miranda; School Psychologist of the Year - Robin Arnold.



Certificates of Appreciation

Shannon Ludeman

Adam Furman

Vivian Biwei Huang

Amy Li



2017 Fall Conference Pictures



Left to Right: WSASP Immediate Past President - Dr. Laurie Harrison; NASP President - Dr. John Kelly; WSASP President - Dr. Tracy Pennington; WSASP President - Elect - Steve Gill

WSASP LEADERSHIP

Voting Officers	Non-Voting Officers Committee Chairs	Liaisons
President: Tracy Pennington	Office Manager: Curtis Blair	EWU Representative: Susan Ruby
President-Elect: Steve Gill	Clock Hours: Susan Ruby	EWU Representative - Respecialization: Jamie Chaffin
Immediate Past President: Laurie Harrison	Communications: Laurie Engelbeck	SU Representative: Ashli Tyre
Treasurer: Arick Branen	Awards: Laurie Harrison	CWU Representative: Heidi Perez
Secretary: Collin Revoir	Governmental & Public Relations: Carrie Suchy & Sherri Bentley	UW Representative: Jim Mazza
Area Representatives	Minority Scholarship: Diana Sidari	Gonzaga Representative: Vincent Alfonso
Area 1A: Annemarie Huston & Ashley Burchett	SCOPE Editor: Laurie Harrison	EWU Student Representative Respecializa- tion: Rachelle Mattingly-Gore
Area 1B: Michael Pletan & Cassie Mulivrana	Ethics & Professional Practice: Phil Koester	EWU Student Representative Resident: Jamie Saunders
Area 1C: Laurie Engelbeck	Assessment: Katherine Blair	UW Student Representatives: Nicole Garrie & Meaghan Ferrick
Area 1D: Rebekah Hereth & Elizabeth Gibson-Myers	Retention & Recruitment: Laurie Harrison	CWU Student Representatives: Candy Villanueva
Area 2: Danielle Howell-Hanson	Conferences/Workshops Steve Hirsch	SU Student Representative: Yeo Jin Chung
Area 3: Nathan Cattarin & Tessa Nearing	Mental Health: Jim Mazza	
Area 4: Jill Davidson & Donna Guise	NASP Delegate: Pam Hamilton	
Area 5: Alex Franks & Sherri Bentley	NASP SPAN Representative: Carrie Suchy	
Area 6: Danna Williams & Carrie Bishop	NWPBIS Liaison: Susan Ruby	
Area 7: Chad Waldman		
Area 8: Elizabeth Willis & Kim Rockey		
Area 9: Chris Smead & Michael Kirlin		
Area 10: Jenny Marsh & Valerie Herron		

Interested in Advertising in the SCOPE?

~Approximately 600 school psychologists & other educators currently subscribe to the SCOPE~

- 1) The services or products offered (advertised) shall provide potential direct and/or indirect benefit for school psychologists; children; and/or families. Benefits are not to be limited to the field of education.
- 2) The advertisements must be in good taste, meaning suitable for viewing by children and otherwise non-offensive i.e. non-sexist, nonracist, etc.
- 3) The company purchasing the advertisement space must be an established company in business for over five years and with known products. If the company's status does not meet this criteria, WSASP may require a catalog of products or services offered; a sample of products offered to preview; and/or references of prior service recipients. If the product/services are judged to be of likely benefit, the account will be accepted.
- 4) Product and service accounts are to be encouraged. Paid political advertisements and paid public policy statements will not be accepted unless approved by the executive board.
- 5) The Scope Editor will use the above guidelines to accept or decline advertising accounts.
- 6) The Scope Editor will refer questionable accounts to the WSASP executive board when the guidelines above aren't sufficient to make judgment.
- 7) The WSASP executive board reserves the right to reject any accounts deemed below our standards of professionalism or of possible detriment to our Scope readers or association. The WSASP Board has approved these guidelines for organizations or individuals interested in advertising in our newsletter.

*** For rates and conditions please email: SCOPE@wsasp.org**