

**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



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

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**Attention Members:** Nominations for Treasurer, Area 1B, Area 1D, Area 2, Area 4, Area 6 Area 8, Area 10 open until April 13th. Elections will begin April 22nd.

## President’s Message

Hello Fellow School Psychologists,

It is hard to believe that spring is upon us and that I am writing my final President’s message to all of you. I have appreciated everyone’s help, encouragement, and faith that I could take on this endeavor. I’ve often had to remind myself that there are varying styles of leadership and just because my style may be different from someone else’s style, in the end, all WSASP presidents have a few things in common. We all believe in the WSASP vision that, *school psychologists are an integral and dynamic force in fostering student success*. We believe that, as representatives as WSASP, our mission is to *unite school psychologists in supporting all students through advocacy, leadership and professional development*. To accomplish our vision and mission we strive to communicate effectively within our board, with our members, and with the public. We work to recruit and retain members, and we encourage their active participation in our organization. Throughout my journey as your WSASP President, I have been humbled by the amount of work and commitment the WSASP board, a group of volunteer school psychologists, displays on a consistent basis in order to meet the above mentioned goals.

A few of these efforts can be illustrated through the work of the Professional Development Committee. We are currently midway through our annual Spring Lecture Series, working on the final details of this year’s Summer Summit to be held in Tacoma, and planning for the 2018 Fall Conference. The conference this year will be a little different, as we will be extending our conference into the afternoon on Saturday, offering sessions featuring social emotional learning.

## President's Message continued

In February, our Government and Public Relations (GPR) Committee led the second annual WSASP Week of Action, which included a Hill Day. It turned out to be a very busy and productive legislative session. We are so excited that **HB 1377-Improving students' mental health by enhancing nonacademic professional services** and **SB 6162-Defining dyslexia as a specific learning disability and requiring early screening for dyslexia** both passed. Thank you to our GPR committee for their guidance in teaching us all how to advocate at the local and state level, and thanks to all of you for your engagement and advocacy. Washington school psychologists are powerful!

The tragic shooting in Parkland, Florida last month was needless and horrific, and terrifying to those of us working in and attending schools. Our hearts go out to the families affected by this tragedy. I have, however, been hopeful as I have watched children across the country unify and participate in the nationwide walk out called #ENOUGH. I was proud that my district allowed our students to participate, even though staff was directed to remain neutral. The staff in my middle school building were somewhat concerned that students would use the 17 minute walk out just to avoid class and they worried about possible chaos since no real organization of the event was allowed. Nothing could be further from the truth. The students choosing to participate understood what they were doing, and they stood silently outside on a cold March day one month from the day of the tragedy in Florida. Through their silence, unity, and action, these young people made their voices heard.



## President's Message continued

**The National Association of School Psychologists (NASP) provides the following tips to help children deal with the tragedy:**

- **Provide a developmentally appropriate, clear, and straightforward explanation of the event.**
- **Return to normalcy and routine to the best extent possible while maintaining flexibility.**
- **Let children know that it's okay to feel upset or angry.**
- **Be a good listener and observer.**
- **Provide various ways for children to express emotion, such as through journaling, letter writing, talking, making a collage, or music.**
- **Focus on resiliency as well as the compassion of others.**

If it wasn't evident enough to stakeholders before, recent events have made it clear that we must do more to meet the mental health needs of our students. The passing of HB 1377 supports us in this endeavor. School psychologists are integral to fostering student success in all domains. Our biggest hurdle at this time is the nationwide shortage of school psychologists, which is even worse in the west. Short-staffed, we find it difficult to stay on top of our compliance requirements, let alone deliver consistent mental health services to students. We all need to work together to attract and retain people to our field. This will be an ongoing goal of WSASP, as we must build capacity to do the work we are all passionate about doing.

It has been an honor serving as your Washington State Association of School Psychologists president this year. I look forward to welcoming Steve Gill into his new role as the WSASP president in June. Not only is Steve a school psychologist in the Kent School District, he is an accomplished author and lecturer on issues relating to ELL.

Before you all hunker down to get through the end of the 2017-18 school year, enjoy your spring break knowing that we've almost made it to the home stretch-we can do it!

Cheers!

Dr. Tracy Pennington

Tacoma School District

President of the Washington State Association of School Psychologists

NASP Resource

<http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis>



April 2018 Update from the WSASP  
 Government and Public Relations Committee  
 By Carrie Suchy, NCSP, Co-Chair of WSASP GPR  
 Franklin Pierce School District



Your Government and Public Relations (GPR) Committee has been busy this winter! Between the legislative session and the week of action, we were working around the clock. The Second Annual WSASP Week of Action was in February, and GPR was busy engaging members across the state!

GPR organized daily activities for members to engage in, culminating in the Hill day on Friday. Those were as follows:

**Monday:** Send a letter to the editor advocating for the role of school psychologists!

**Tuesday:** Tweet and use social media to advocate for education

**Wednesday:** Email or call an elected official

**Thursday:** Schedule a presentation to your school board

**Friday:** Hill Day!

For each day, GPR provided members resources to fulfill each daily task.

Leading up to this Week of Action, WSASP called on members to engage on 6 bills of importance to our profession and our students. We had the ability, for the first time, to measure how many letters were sent in as a result of this call to action. The response was amazing. At that time, 419 letters were sent to Olympia by our members on 6 bills of interest GPR has targeted this year. We want to give a huge thank you to all the members across the state who are engaging in the Advocacy process!

After those 419 letters were sent, sending a clear message to Olympia that school psychologists are engaged and holding them accountable, 4 of those 6 bills passed out of the house of origin. On our Hill day, we had 5 bills on our agenda (one additional bill had passed the house of origin earlier in the session).

After a 1.5-hour training, your GPR Co-Chair's, myself, Carrie Suchy, and Sherri Bentley, as well as GPR member Alex Franks-Thomas, and first time Week of Action attendee Heather Randall from the Franklin Pierce Schools, participated in meetings with 5 of our legislators to talk about these important bills. We met with important legislators on both sides of the aisle.

Representative Santos, Chair of the House Committee for Education

Representative Harris, Minority Ranking Member on the House Committee for Education

Representative Pollet, Working on E2SSB 6162, on Dyslexia, with the House Education Committee

Senator Wellman, Chair of the Senate Committee for Early Learning and K-12 Education

Senator Zeiger, Minority Ranking Member on the Senate Committee for Early Learning and K-12 Education

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April 2018 Update from the WSASP GPR Committee continued

It was an exciting day in Olympia for sure! We had 4 meetings scheduled when the day began, all scheduled with staffers. This is not uncommon, and in no way a bad thing. Often, our Legislators rely heavily on their staff to keep up with meetings, letters, and phone calls. The staff will then provide a summary to the more busy legislators. Either way, your input is heard. It is good, however, to get face time with the decision makers when you can. Little did we know how the day was going to unfold!

While in Olympia we had 5 bills on our agenda to advocate in favor of in our meetings. Those were:

HB 1377 – Student Mental Health: Improving students' mental health by enhancing nonacademic professional services.

SB 6162 - Defining dyslexia as a specific learning disability and requiring early screening for dyslexia.

SSB 5766 - Preventing harassment, intimidation, and bullying in public schools.

SB 6141 - Strengthening school district plans for recognition, screening, and response to emotional or behavioral distress in students. (Companion bill with HB 2496)

HB 1827 – Educator Workforce Supply: Relating to expanding the current and future educator workforce supply through evidence-based strategies.

You can go to the WSASP Advocacy Action Center to read more about these bills.

For reasons unknown to us, we ended up meeting with the actual senators and representatives for 3 of our 4 pre-scheduled meetings. In addition to that, on the advice of Representative Santos, we went to visit Representative Pollet to see if he could fit us in to talk more about the Dyslexia bill. We got 5 minutes with him, were able to submit concerns to him in writing, and were satisfied to have placed ourselves at the table with him. Upon leaving he stated that he looked forward to working with us on the bill.

To our great satisfaction, all the legislators we met with on this day were supportive of all of our legislation to some degree. We discovered prior to meeting that both Senators had voted in favor of our Senate Bills that passed, and both Representatives voted in favor of our House Bills that passed. No matter the side of the aisle, we were able to go into these meetings with a clear thank you for their support, and a clear ask for what they can continue to do. Our meeting with Representative Santos was most productive, as we learned even more about how to advocate in Olympia effectively.

We are proud of the work done during this Week of Action. But, as I said, that is not all we have been up to! This legislative session was a “short session” in terms of length of time, but it was busy from start to finish for us. With no less than 17 bills moving through the session that we were attending to, we were excited to utilize some new resources.

Do you ever wonder what your union dollars are doing for you? Well, here is one very tangible answer. WEA has assigned WSASP a WEA Lobbyist to work with us on our legislative advocacy. This allowed GPR members to focus on more specific goals, knowing legislation we might be interested in was not going to slip by without our knowing about it. Lucinda Young, WEA Lead Lobbyist worked very closely with the Committee leadership throughout the session, including letting us know when a vote might be coming up, and when to put out a call for action to members.

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April 2018 Update from the WSASP GPR Committee continued

Have you ever wondered if anyone at OSPI is advocating for your interests? Well, Glenna Gallo, the new Assistant Superintendent of Special Education at OSPI took the time to meet with the WSASP GPR Committee and some other board members and continued to maintain consistent contact with GPR membership throughout the session, including coordinating testimony and asking for our input before attending work sessions that influence various legislative efforts. Glenna Gallo has been a very valuable asset to our advocacy efforts this session and has been a pleasure to work with.

Many of you know first hand another new resource we used this year. Starting in 2017, NASP has a system that allows state level advocacy letters to go through their data base, making engagement with your legislators easier than ever! Much like the NASP One Minute Solution, all you have to do is enter your address and sign the letter, and their system will send your letter where it needs to go. Additionally, we are able to track how many letters are sent, which allows us to measure our effectiveness in getting members engaged in the process!

With these three new resources, we have just concluded our most effective advocacy season in Olympia to date. Two of our high priority bills passed and are going to the governor to become laws.

HB 1377 – Student Mental Health: Improving students' mental health by enhancing nonacademic professional services.

We have been working on this bill for 4 years. This was the inaugural legislation for the current GPR leadership team. This bill accomplishes 3 things. This was originally HB 1900, and includes language written by the GPR leadership and approved by NASP describing scope of training and how it pertains to student mental health and wellness. Similarly, there are definitions for school social workers and school counselors. Second, there is a provision requiring school districts to allow collaboration between our three professions and any community providers for 6 hours a year. And Third, there is a new Lighthouse Grant through OSPI that will be awarded to 2 lucky districts to demonstrate best practice and pave the way with a model for how to do that work.

SB 6162 - Defining dyslexia as a specific learning disability and requiring early screening for dyslexia.

This bill, in it's original form, was not just bad for kids, it was impossible to comply with. It would have required all K and 1<sup>st</sup> grade students to be screened for dyslexia, and all students below grade level were to be given special education evaluations to determine eligibility for a specific learning disability, dyslexia. That was only one of the many problems with the original bill.

After long weeks of advocacy and coordinating with Glenna Gallo, Lucinda Young, and individual legislators, the final bill might be better represented if we called it the MTSS for reading bill. The final bill requires screening for signs of dyslexia or reading challenges for all students in K, 1<sup>st</sup>, and 2<sup>nd</sup> grade, and requires those that are below grade level get intervention in an MTSS model. The bill only mentions evaluation once and is clear that evaluation might be recommended after intervention and when a student continues to show signs of difficulty reading. This is not all that the bill accomplishes, but it is a complex bill, and is too much to summarize here.

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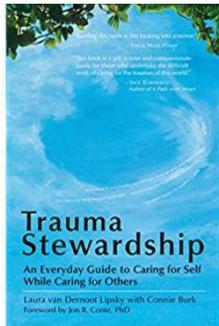
April 2018 Update from the WSASP GPR Committee continued

Every session our GPR leadership and committee members learn more about how to do this work more effectively, and this session was no exception. With the session now over, we reflect on what we have learned, and what we can do better next year. Even with the legislative session going, other business has continued, including working with the ESA Behavioral Health Coalition on educating our colleagues and stakeholders about who we are and what we can do for student Social Emotional Health and Wellness. The engagement we have seen from members has been amazing, and we look forward to the 2018 Fall Conference, when we will all be together again! As we have in the years past, GPR will be hosting a session at the conference focusing on Advocacy for the school psychologist at the school, district, state, and federal level. Additionally, we will have our 3<sup>rd</sup> Annual Post Card Writing Campaign at the general membership meeting. We thank our members for answering the calls to action this session and wish everyone a great Spring Semester!

If you have any questions, or want more information, you can go to [www.wsasp.org/advocacy](http://www.wsasp.org/advocacy) for the WSASP Advocacy Action Center, or you can email [gpr@wsasp.org](mailto:gpr@wsasp.org).



This a picture of Governor Inslee signing into law HB 1377 – Student Mental Health: Improving students' mental health by enhancing nonacademic professional services. As referenced in this article above. Carrie Suchy WSASP Government and Public Relations Co-Chair is next to Governor Inslee's chair on the right hand corner. Truly a Team Effort!



## Book Review: Trauma Stewardship by Laura van Dernoot Lipsky

*Alexandra Franks-Thomas, Ed.S., NCSP, Area 5 co-representative, North Thurston Public Schools*

*Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*, by Laura van Dernoot Lipsky, is an approachable and comprehensive guide to recognizing signs of trauma exposure in ourselves and colleagues, as well as developing a plan for self-care to prevent burnout. Prior to writing the book, the author worked as a social worker at Harborview Medical Center, a Level 1 Trauma Center in Seattle. So, you know, she has seen some stuff. Several years into her career, Lipsky experienced a self-described ‘near psychotic break,’ and left her role to explore long-term effects of exposure to suffering and hardship. This book is the product of her inquiry, and addresses the impact of working in service of individuals, communities, and even environmental conservation efforts.

The text sets out by defining trauma stewardship as, “Our daily practice in which we tend to the hardship, pain, or trauma experienced by humans and other living beings.” Trauma stewardship can manifest itself at the personal level, where we reflect on our own hardships and how they guided us to do the work we currently do. Organizations are also impacted by this concept. Lipsky describes how the people in an organization help to shape its culture, while organizations can mitigate or exacerbate the effects of trauma exposure. Lipsky also addresses service rationing, where multiple and conflicting objectives and insufficient resources can lead organizations to ask employees to perform their demanding roles without sufficient support. Trauma stewardship is also an important concept at the societal level, where we consider systematic oppression and its impact.

Lipsky then moves to self-recognition of our trauma exposure response. Trauma exposure response is what occurs when external trauma we observe becomes an internal reality. As humans, our sympathetic nervous system has developed coping mechanisms that serve us well in the moment, but outside of a crisis does not provide any meaningful benefit. Sixteen different warning signs are defined, along with several examples and case studies. Warning signs include: having a sense that one can never do enough, inability to embrace complexity, an inability to listen or deliberate avoidance, anger and cynicism, sense of persecution, and an inflated sense of importance related to one’s work.

Finally, Lipsky details the need for self-care through the framework of five directions. The five directions model draws upon pre-colonization views of the world, when aspects of nature were associated with the different directions (i.e. East is typically associated with the dawn, new beginnings, rebirth, and spring). North is the first direction, where we create space for self-inquiry. The concept of trauma mastery is  
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## Book Review: Trauma Steward continued

discussed in this direction, where self-reflection is encouraged by the reader to observe if we revisit traumatic experiences in a new setting in an attempt to gain mastery. East is the second direction, where the reader learns about choosing a focus. Lipsky encourages readers to develop a Plan B, and identify aspects about their life that they may wish to change. South, the third direction, addresses building compassion and community, including building our own microculture of supportive friends and family. The fourth direction is West, or finding balance. The reader is encouraged to engage with life outside of work and find gratitude. The fifth direction is defined as 'the center' or 'here,' and focused primarily upon our need for presence and mindfulness to identify our own needs .

I read this book in January, when days and tempers tend to run short. The different trauma exposure responses that are defined in the text helped me to recognize how I cope with stress in my work, as well as to recognize stress in my coworkers. Second-hand trauma exposure is something that is incredibly common in our work, but is not commonly discussed. On any given day, a school psychologist might have a before-school meeting with a grandparent raising a grandchild because the birth parent is incarcerated for drug use, test a student qualifying for McKinney-Vento and who did not have breakfast, have lunch with a colleague with a deployed spouse, and participate in a tier three meeting to discuss students with significant environmental or family challenges. School psychologists can benefit greatly from reading this text and engaging in self-reflection to identify personal triggers and develop a self-care plan. This text was an easy read,



**OSPI: NCSP Bonus**  
**Maren Johnson, NBCT**  
Program Manager

Policy Development, Educator Credentialing, and Continuing Education  
Professional Educator Standards Board

School psychologists may obtain a Washington state professional certificate with the NCSP certificate from the NASP. More information regarding obtaining a professional certificate for school psychologists may be found here: <http://www.k12.wa.us/certification/ESA/Professional.aspx>. School psychologists may not use a NBPTS National Board certificate to obtain a Washington state professional certificate. Obtaining a professional certificate is optional, not mandatory, for school psychologists.

School psychologists who hold a valid NBPTS National Board certificate are eligible for the state National Board bonus, as long as they meet all other eligibility requirements. This is in WAC 392-140-972, which is not PESB WAC, but is provided here for context. This WAC has been in place for a number of years. Information regarding the state National Board bonus is available from the OSPI National Board office: <http://www.k12.wa.us/certification/nbpts/TeacherBonus.aspx>. Here is the 2018 OSPI National Board bulletin: <http://www.k12.wa.us/BulletinsMemos/Bulletins2018/B008-18.pdf>

# ASSESS FUNCTIONAL IMPAIRMENT ACROSS 6 IMPORTANT LIFE AREAS.



SCHOOL/WORK



SOCIAL



MOBILITY



DOMESTIC



FAMILY



SELF-CARE

# RSI

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- **Determine if DSM-5/ICD-10 impairment criteria for a diagnosis are met** by identifying specific areas where functioning is impacted
- **Develop targeted treatment plans and monitor progress** by focusing on areas with the greatest impairment
- **Determine if service eligibility requirements are met** with IDEA compatibility
- **Assess impairment more clearly** by separating functional limitations from symptoms

Learn more at [MHS.com/RSI](http://MHS.com/RSI)



## We have a Difficult Job

Steve Gill, Kent School District, WSASP President-Elect

*As school psychologists, we have a difficult job, but we may make it easier or harder, depending upon our own beliefs and how we approach life.*

We are going to be faced with a large number of people who approach us with negativity of one type or another, and we have to somehow navigate through this. How we approach this, and the belief systems we bring with us, can impact us in a positive or negative manner. If we are not careful, we may see or believe there is negativity where it does not exist.

An important point, before going into the heart of the matter, is whether or not the negativity that we believe exists is really negativity at all. Here's an example: I had to take over an evaluation after a hearing settlement agreement. The school instantly contacted me to tell me how the father was difficult, impossible, angry, etc.... I called the father to talk with him, and told him that I would be calling him 4-5 times before discussing the evaluation at all. He, in what appeared to be a rather angry voice, asked me "why?" I explained to him that I wanted to understand his perspective on the situation and I didn't think he would be ready to tell me until after we had visited for a while. He eventually provided me very valuable information. Was he angry? Yes, he was! However, he had a lot of valid points and information. So, what appears to be negativity could be frustration that has a very valid basis.

Another example is when we see the teachers we work with as angry or aggressive. It may actually be that they are experiencing fear and frustration. They are under tremendous pressure to achieve certain results, and they have a student (the referral) who is not achieving, and this worries them. They are hoping and believing special education can help the child in ways they are not currently able to help the child.

The point is, surface emotions can have root causes that we need to understand, and we cannot allow the surface emotions to stop us from getting to the needed information. If we do not assume positive intent, it is extremely unlikely that we will even look for the information we need.

A popular area of discussion these days is microaggressions. With microaggressions, we assume negative intent. Then, we may spread the news about **what we interpreted as** negative intent and negative behavior of the other person. What if, in place of this, we assumed positive intent? It is highly likely that many of the things that are called microaggressions are in fact a lack of knowledge or awareness on the behalf of the speaker. What if, instead of complaining to our friends or colleagues, we actually approached the speaker and said, "Help me understand what you meant when you said \_\_\_\_\_." If you are the person who has said something that bothered the other person, be a good listener. **Microaggressions do really occur at times, and they are mentally and emotionally taxing experiences for those who are the target of these errors. We must be careful that the burden of educating people does not always fall upon those on the receiving end of microaggressions. Everyone needs to strive to be aware of their own biases and to educate themselves, perhaps especially when someone is offended.** We can ask ourselves, "Did I miss something about this person's background, culture, personal experiences, or lifestyle that is contributing to these miscommunications? Try to listen and understand, even if it is difficult. If we are willing to acknowledge mistakes and misunderstandings, we can move toward mutual understanding. **Sometimes a little personal research can go a long way in showing your positive intent.**

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## We have a Difficult Job continued

Another area in which an open mind and open heart is critical is when we are working with children who are difficult to work with and difficult to like. These children need us as much or more than any other children, yet they will stretch us to new levels. Some of these children will approach us with very unpleasant commentary, far beyond “microaggressions” and even beyond “macroaggressions.” They will find our weaknesses and attack them. However, it may be a test to see whether or not we will stick it out with them. For some of these children, they don’t want to take a chance on a relationship if they believe you will run away once things get deep. The aggressive behavior may be an act of self-preservation. If we cannot see beyond those surface behaviors, if we cannot control our emotions that arise from what these children say, we cannot find success with these children.

### We have a difficult job!

Let’s not make it more difficult by seeing negativity and bad intent all around us. Let’s make it easier by assuming positive intent and having the courage to approach others and have what can be difficult discussions. Let’s seek to understand, before seeking to be understood.

As educators, most of us are good people trying to do good things. The vast, vast majority of our co-workers, students, and their parents are good people, just like us, doing the best that they can.

<https://www.theatlantic.com/politics/archive/2015/09/microaggressions-matter/406090/>

## 2018 Spring Lecture Series

### The following lectures have been archived

**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*

**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*

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

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

**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*

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

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

**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:** 9 am - 12 pm

**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:** 1pm - 4 pm

**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, Retention & Recruitment Chair for WSASP, SCOPE Editor*

## Spring Lecture Series

Evaluations will be available to you following the last webinar release (end of April). Clock hours for the entire series will be available upon completion of the evaluations. 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

<b>WSASP Members</b>	Full Series - Members	\$200
	Full Series - Student members	\$75
<b>Non-Members</b>	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](mailto: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](mailto: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.)*

### How To Contact Your Area Representative

Area Represented	Name	Email
1 A	Annemarie Hutson & Ashley Burchett	Area1A@wsasp.org
1B	Michael Pletan & Cassandra Mulivrana	Area1B@wsasp.org
1C	Laurie Engelbeck & Jessica Kessler	Area1C@wsasp.org
1D	Rebekah Hereth & Elizabeth Gibson-Myers	Area1D@wsasp.org
2	Danielle Howell-Hansen	Area2@wsasp.org
3	Nathan Cattarin & Tessa Nearing	Area3@wsasp.org
4	Jill Davidson & Donna Guise	Area4@wsasp.org
5	Alex Franks-Thomas & 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



## **2018 WSASP Professional Development- “The Time is NOW”**

With the help of some pretty heavy lobbying and connecting from members of the WSASP Government and Public Relations committee, HB1377 was passed. Besides the push for more mental health service delivery in the schools, the bill actually defines the role of the School Psychologist, and the role was adopted from our NASP model. Your job is no longer one of pure assessment and compliance. You are seen as more valued than that- a member of the school mental health delivery team. The gauntlet has been thrown down (is that what you do with gauntlets?).

Many of you are wondering, with all this push from Olympia, what exactly do folks expect of us, where do I find the time, do I have the necessary skills, and what can/should be done within my current role if the district has no plans to change the job description formally?

### **Welcome to the Sea Tac Marriott, Fall Conference, 2018!**

We are going to host a conference within a conference. We plan to extend our conference hours; provide an extra meal or two and really give you a ton of meaningful training. We also plan to send you back to your schools with a tool box that will allow you to start to prove to administrators, teachers and parents just what you can contribute to the school environment. Thursday and Friday will be more on the traditional psych role with an emphasis on brain literacy. Our keynote, James Hale, is a neuropsychologist who specializes in brain literacy and how we, as school psychologists, can empower teachers to be more effective in the classroom by helping them become more knowledgeable about brain literacy. He wants to help us become much more effective collaborators and consultants. He has just returned from giving this workshop in Singapore and is excited to move us in a similar direction. We will also offer suicide prevention and ethics workshops that will meet state and NASP recertification requirements, in addition to over 15 breakout talks on a variety of topics. Finally, Glenna Gallo, our new OSPI Assistant Superintendent responsible for Special Education in our state will share her perspective and invite questions Friday afternoon. She is a staunch supporter of the use of Multi-tiered Systems of Support models and wants to get to know us better.

Saturday will see us spend the entire day (yes, that includes lunch and after lunch sessions) on helping you implement Social Emotional Learning assessment, intervention and monitoring, in your schools. Our promise to you is that you will leave every session with a tool box of things you can implement on Monday in your schools. We want to start you on your path down Mental Health Delivery in the School Setting road. We will not be focused on district-wide models as much as what you can do in your role. We hope to have two concurrent session/workshop paths; one for elementary and one for secondary. For non-psychologists in your building who want to be a part of this training, there will be a Saturday-only registration option.

**Look for the 2018 Fall Conference brochure by end of April.**



## Profile on Steve Gill - Our Incoming President

Laurie Anne Harrison, Ph.D., Immediate Past President, SCOPE Editor,  
Retention & Recruitment Chair, Snohomish School District

Steve Gill is currently our President-Elect, and will begin his term at our WSASP board meeting this June. I have had the opportunity to work alongside Steve for the past several years on the WSASP board, in his role as an Area Representative, as well as attend his presentations. Steve is very thoughtful about everything. He has a wealth of knowledge from a wide variety of issues that face school psychologists, with an orientation towards practical solutions. I decided it would be interesting to interview Steve, and share the books he has written. They are truly excellent, and so needed in determining the viability of referring an English Language Learner student for special education, and determining if disability really is the issue.

*How did you discover the field of School Psychology?*

I had been pursuing a teaching degree in math, when Gene Johnson, the head of CWU came and talked to one of my classes about school psychology. The discussion piqued my interest. I had the opportunity to take a job as a teacher for \$22,000 a year or have my tuition paid for, and receive a stipend for \$20,000 as a graduate assistant (those numbers are from a fading memory, but roughly right). I earned my school psychology degree at Central Washington University.

An interesting note, as part of my Master degree, I conducted research on the gifted population and their social skills. I had 164 behavior rating scales completed (82 on kids in gifted education programs and 82 on corresponding kids not in gifted education programs within the same districts) and found that they rated higher on social skills and lower on problem behaviors. I found no correlation between intelligence and social skills with a highly capable sample of learners. This research has been replicated over 500 times (My graduate school professor and thesis chair shared this with me about 15 years ago). It can be more difficult to identify gifted boys than gifted girls due to some differences in ability to attend and maturity at younger ages. Boys also don't tend to be as compliant as girls. This was relative to the students whose parents or teachers contested the student not meeting qualification criteria. Simply stated "the boys just don't want to play the game." Another important factor is that there is an enormous difference when looking into subgroups, and doing subgroup identification. Children of color are under identified. Florida has been doing a better job of identification.

*How many districts have you worked in as a school psychologist?*

I chose to work in multiple districts, believing that this would make me a better school psychologist. I have worked in Tacoma, Sumner, Tukwila, and I currently work in Kent School District. Each change has forced me to learn new ways of doing things and rethink my habits and knowledge. I have changed districts approximately every 7 years. In the Kent School District, I am an ESA coach providing support to school psychologists, and I am also working as a school psychologist.

*What do you find the most interesting about being a school psychologist?*

I am fascinated by the process of evaluations. I like to look in depth at a child who has performed poorly in school, rooting out the causes, and providing direct input to teachers on how to properly support the child. This has always been a passion of mine.

*What types of evaluations have you conducted beyond the Specific Learning Disability?*

I have completed numerous assessments on children who have qualified as Emotional Behavioral Disability, Gifted, and English Language Learners.

(Continued on next page)

I spent my first 15 – 20 years working in EBD programs, both in school district programs and within the hospital setting (only in school districts, and in a program in which our kids came from and went to the hospital setting on a regular basis). I have engaged in a lot of consulting, with staff and peers. I found that adults tend to focus on the bad behavior, versus identifying and working on the root causes. This is often due to their stress of being in the situation, so they need another set of eyes to help them see new possibilities. I have given lots of functional behavioral analysis trainings, so that adults would decrease or stop behaviors that would trigger the children into misbehavior. Sometimes, teachers “freeze” when a situation occurs because they don’t want to do the wrong thing, which can then facilitate misbehavior, and we as school psychologists can help them move past this.

I have always been curious about English Language Learners. I had no training (like most of us) on how to identify a child who is learning the English language and those children who are also disabled. When I began working in the Kent School District I had the opportunity to attend a university graduate program in ELL, that was paid by the Kent School District. I was the only non-teacher in the program. I learned how to teach ELL children, but not how to assess them. I was aware of the disproportionality of English Language Learners in special education under the learning disability category but I had no tools to address this issue. I bought every book on the topic, regarding what tools to use. There was no true process outlined on how to properly determine if an ELL child was disabled in learning. There are books on parts of the topic, but nothing that puts the process together in a practical manner. There was also a lack of understanding in the schools. It is common for staff to believe that if a child is delayed in learning it is due to disability not language.

After reviewing the literature and participating in trainings I realized that standardized tests in general are not useful in determining disability. They can identify a delay, but not the reason for the delay. It is and was common for children who are learning the English language, to struggle in reading, because they had not yet learned the English vocabulary or the concepts in English. Language acquisition is the key to reading comprehension. English language learners not only need to learn the English vocabulary, they have to learn vocabulary terms for the separate academic disciplines such as science and math in order to progress academically. Many educators may be spending an inordinate amount of time teaching students words that are not pertinent while not giving them the vocabulary they need. One such example is the word “the”, which has no real-world correspondence, and is unnecessary. There is an over emphasis on grammar, when vocabulary alone will increase an ELL student’s ability to function in school.

English Language Learners are exceptionally vulnerable to being classified as disabled under the categories of Developmental Delay, Specific Learning Disability and Communication, and this is where we will find the greatest disproportionality. Both at the state and federal level there is a focus on penalizing districts who engage in disproportionality. I have found that the best way to determine if an English Language Learner is disabled is to consider 16 factors and I have put together a matrix, which breaks down the impact of the different factors on a child’s learning.

Steve approaches school psychology from a practical standpoint. He has a wealth of knowledge, has learned how to move from the theoretical aspects of school psychology to strategies that we can use on the job to properly identify students who are disabled, not simply delayed due to language barriers. He is interested in always learning, appreciates critical thinking, and coming up with processes that are effective for school psychologists. He has already built a relationship with our new Assistant Superintendent Glenna Gallo, and has been asked to participate on an MTSS committee being facilitated by OSPI. We are truly in very good hands with excellent representation. I anticipate Steve will move our profession and our state association into having a stronger voice at the district and state level. On a professional note, I have found him to be an invaluable resource.

\*A note from Steve after reading this. “First, nothing I have done is special. We are a group of smart people with amazing capabilities, and I believe many could have done this type of work if it were their passion. Second, some concepts above take entire books to discuss, versus a sentence or two. So, please strike up a conversation if anything you have read hits a good note or not so good note with you. Last, I would never OK an article like this if it weren’t for the fact that some folks might be curious about who is that new president and what is he interested in. I, just like you, am just someone trying to make a difference for kids.”

**Profile on Steve Gill continued**

As school psychologists we are frequently asked to assess English Language Learners and children with culturally diverse backgrounds. Educators are aware of the academic delays that these children frequently have, and turn to us, as a way to get these child “extra help”. Steve has presented at our conferences, and I appreciate his common sense approach and practical applications. At the state and federal level it has become clear that these populations are being disproportionately identified as “disabled”. Both levels of government are now focused on decreasing this disproportionality. I wanted to share with you the books he and his wife Ushani Nanayakkara have written.. They represent the procedures and recommendations that address accurately identifying disabilities, when we are asked to assess English Language Learners, and children who are culturally diverse.

**The ELL Critical Data Process – 2<sup>nd</sup> Edition:** This book contains resources and guiding documents to help teams understand whether or not a special education referral is an appropriate action for your student. This includes processes and materials for completing the ELL Critical Data Process for K-12 and preschool students. The result is a pictorial image, the matrix, that represents the discussions of the team. This helps the team to determine whether to implement interventions, add more interventions, or make a special education referral. Knowing the critical data to gather, the staff to involve, and having a process to follow increases the likelihood of appropriate intervention(s).

**Evaluating ELL Students for the Possibility of Special Education Qualification:** The evaluation of language learners for possible special education services is a difficult process at best, with a long history of errors represented in both disproportionate qualification and anecdotal stories. The goal of this book is to help practitioners correctly identify language learners who truly have disabilities, whose disabilities are impacting their ability to access their education and who need specially designed instruction. This book provides practitioners with tools and background information. It includes a chapter on data collection at the school and district level to help teams and districts better understand their challenges. It also provides examples of both data and report write-ups.

**Special Education Referral or Not:** This book guides educators through a process of collecting data, having critical conversations, and documenting their decisions in a matrix one data point at a time. The result is a pictorial image, the matrix, that represents the discussions of the team. This helps the team to determine whether to implement interventions, add more interventions, or make a special education referral. The discussions and work will help the team to identify the root cause of the presenting problem. The team can then design a more targeted intervention or create the groundwork for better analysis of the special education referral. And, if a special education evaluation is started, this process can lead to a more accurate special education evaluation. This book focuses on non-language learners.

**ELL Teachers and Special Education, A Self-Study or Group Study:** This book is a self-study or group study course for ELL teachers to learn more about special education. The hope of the authors is that this information will help ELL teachers in their day-to-day work with special education staff, leading to better results for our students. The course provides information on various topics, quizzes for knowledge, reflection on what was learned, reflection on what still needs to be learned, and case studies.

## In Memoriam: Don Haas WSASP President, 2007-2009

Fred Provenzano, Ph.D., Past President, University of Washington



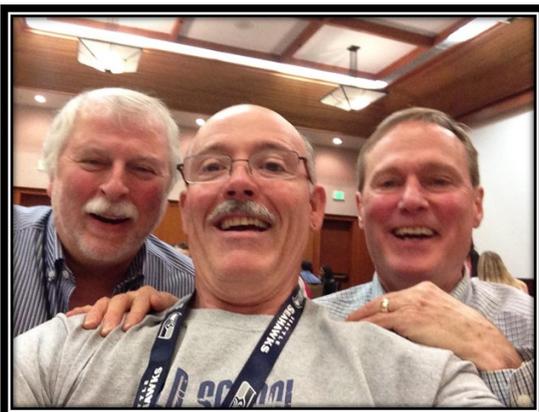
Let me add just a few comments about a good friend and most fascinating colleague. Don was unique in our field. Most of us have spent virtually our entire professional career in some aspect of educational and psychological services. Few of us could claim significant time in such disparate career fields, especially with the passion that Don brought to them. He came to school psychology later in his adult life than most of us, but was quick to throw himself into this work with enthusiasm and compassion. In just a few years after entering the field, he was an area rep and then President of WSASP, because of his commitment to getting things done.

Don also brought a fresh perspective, questioning the rationale and effectiveness of some of the traditional practices in our field and in our association. His penchant for asking the difficult questions sometimes stirred things up and didn't make him the most popular guy in leadership. That was difficult for Don, but he also accepted it as a cost of facilitating or provoking change. Personally, I always liked that combination of bold assertiveness and his cheery, warm nature, serving a balance of task and process. Even when his health was in severe decline, he made it to Suncadia for part of the WSASP conference in October of this year, and was networking about professional activities he was planning to tackle.

Don was intensely committed to helping kids. He could be patient and gentle but also set expectations for them while supporting them in their progress. In contrast, he had little patience for adults who he saw as placing other priorities above helping kids.

Don was always good company. He knew how to work hard and how to play, and knew when it was time for each activity. He was never without a story, and was also an attentive and responsive listener. He was a man who appreciated hats, and provided them with a premier display location atop his smiling face. We'll miss him and appreciate his service to Washington's students and school psychologists.

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



From left to right  
 Fred Provenzano - Past President 1989 - 1990  
 Don Haas - Past President 2007 - 2009  
 Bob Howard - Prior Treasurer & PBIS Liaison

## Working Conditions Survey and Contract Language Search Results

Laurie Anne Harrison, Ph.D., Immediate Past President, SCOPE Editor, Retention & Recruitment Chair

Recently, the Washington State Association of School Psychologists and the Washington Education Association conducted a working conditions survey. We also completed a search of contract language that specifically pertains to school psychologists, in school districts across the state of Washington. The purpose was to provide school psychologists and union presidents the necessary data to advocate for better working conditions and contract language that truly supports the retention and recruitment of school psychologists. This data will then increase our ability to support children and teachers.

As the working conditions survey pointed out, most school psychologist are spending approximately one day a week doing simple clerical tasks. This includes scheduling meetings with multiple stakeholders, sending out forms to parents and teachers, following up to ensure forms are returned, requesting special education records, requesting health information than doctors, cleaning up and boxing up inactive files, sending files to other schools.... This is what school psychologists are doing while we are losing 50% percent of new teachers within the first five years because of children who struggle with expected student behavior in the classroom. We have seen a significant increase in children with social, emotional, and behavioral challenges entering our schools. Approximately 220,000 children in our schools have mental health concerns. We need more school psychologists in the state of Washington to serve the social/emotional/behavioral needs of children, yet those of us who are here now, well-trained to do more, are spending our time on clerical tasks.

Currently, the state of Washington is one of five states that received Federal funding to establish a Multi-Tiered System of Support (MTSS) for academic and behavioral interventions. WSASP board members are currently sitting on both OSPI committees that are reviewing information and discussing with districts the process of multi-tiered system of support for interventions. The common practice today is that students receive a tier one intervention, then if a child continues to struggle, there is a request for special education evaluation. Our new Assistant Superintendent Glenna Gallo is also very interested in looking at the MTSS model. Many of us have already been trained on the MTSS model, and our professional development team is working on providing trainings on both academic and behavioral interventions. However, we can't take on anymore duties unless some are taken off our plate.

Advocacy is the key to enacting the change. Our Government and Public Relations (GPR) Committee has been very active and along with your emails and phone calls we have helped to pass key legislation, which can provide us the opportunity to truly change the school psychologist's role in the schools. We had hundreds of school psychologists participating in our working conditions survey as well as hundreds of email and phone calls supporting legislation our WSASP GPR recommended. We embraced the concept of social physics, in which a small group of people with focused intent can change the world, and we are.

Once you review the subsequent pages delineating the outcome of the working conditions survey and contract language search we recommend the following:

**Individual School Psychologists:** Coordinate with your fellow school psychologists. Contact your union president either discuss or ask to talk at the next union meeting. Share with them this SCOPE. In the third week in April via our PWN, we will send out the Working Conditions Survey and Contract Language PowerPoint. Ask to speak to your special education administration and to the school board, share who you are, and how you would like to be part of the change in the state as we turn towards the MTSS model. We will be providing conferences and webinars that address the skills you will need to have, and to support the changes that will be unrolling in the schools.

WSASP leadership and members will continue to advocate and represent you on OSPI meetings and committees, facilitating and supporting legislation and other pertinent that are in alignment with our core values.

The following pages are taken directly from Working Conditions Survey & Contract Language Powerpoint. There are 58 pages of comments from school psychologists. Just a few are represented on the following pages. A thorough review will be in the next SCOPE.

## **School Psychologist Survey Administration**



- Online Working Conditions survey administered late October through November 2017
- Both WEA and WSASP sent the survey invitation to their school psychologist members.
- 385 respondents, about 48% of the statewide public school district school psychologists
- This publication covers the highlights of the results.

## **School Psychologist Contract Language Search**



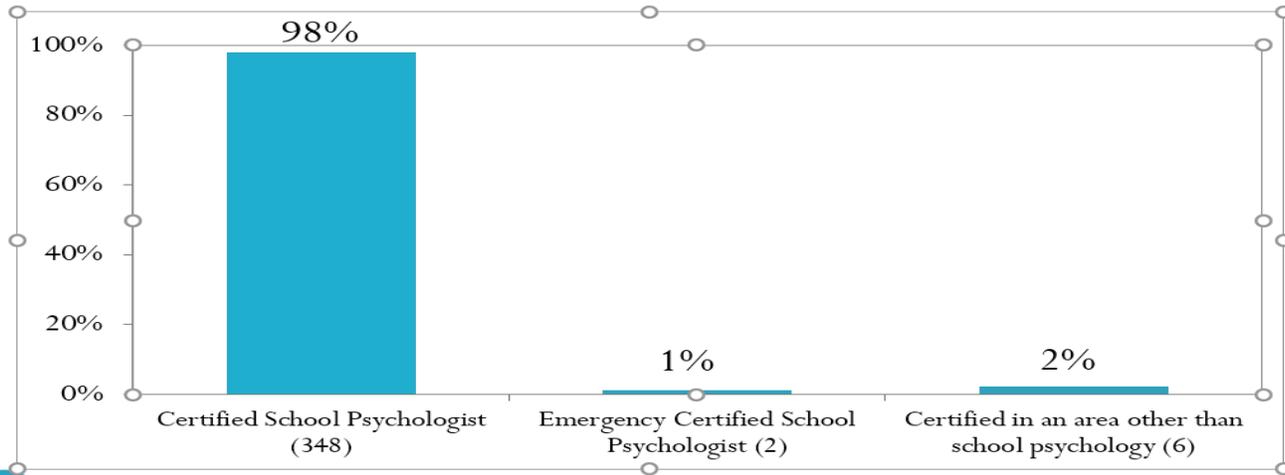
- WEA conducted a contract language search of school districts across the state of Washington.
- There are 322 school districts in Washington.
- There were 114 school districts who had specific language for school psychologists.
- Districts ranged in size from 600 to over 20,000
- This publication provides the results of the contract language search.

# Working Conditions Survey Results

## About the Respondents

98% of school psychologist respondents are Certified School Psychologists.

**Current Certification (Q20, page 3)**



7

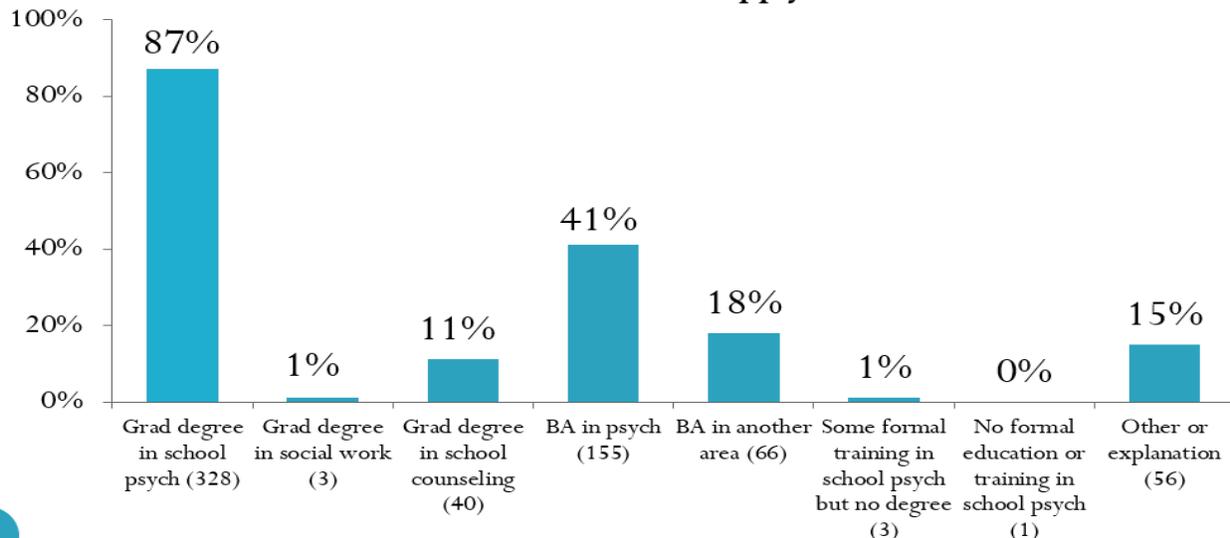
Note: The numbers in parentheses reflect the number of respondents who chose each option.

## About the Respondents

87% of respondents have a graduate degree in school psychology.

**Background and Training (Q21, page 3)**

Mark all that apply.



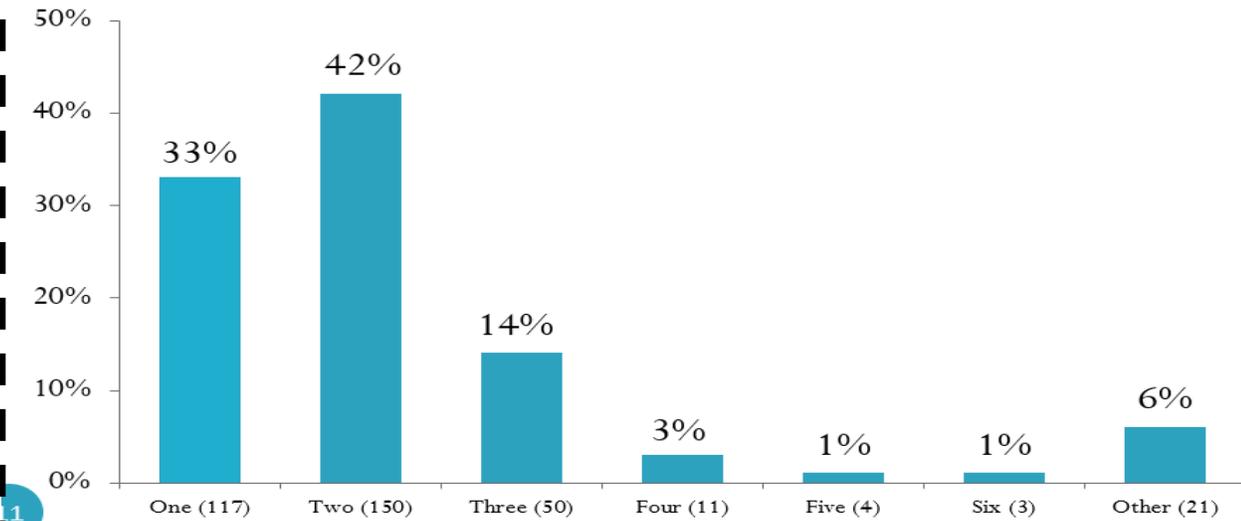
8

# Working Conditions Survey Results

## About the Respondents

42% of respondents have 2 schools in their assignment.

Number of Schools in Assignment (Q24, page 7)



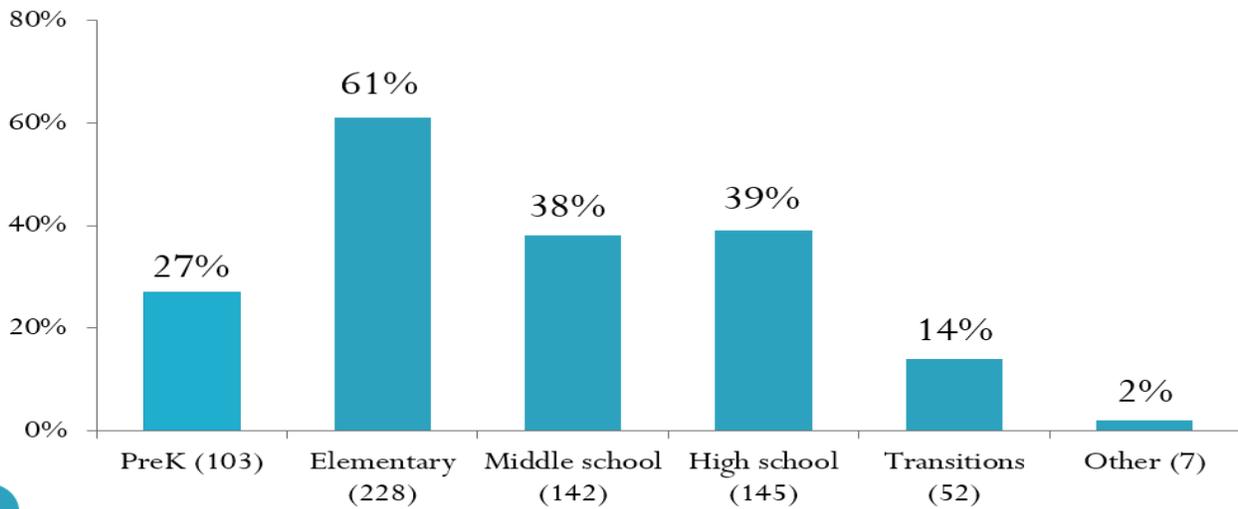
1

## About the Respondents

61% of respondents work with elementary school students.

Grade Level of Students (Q25, page 7)

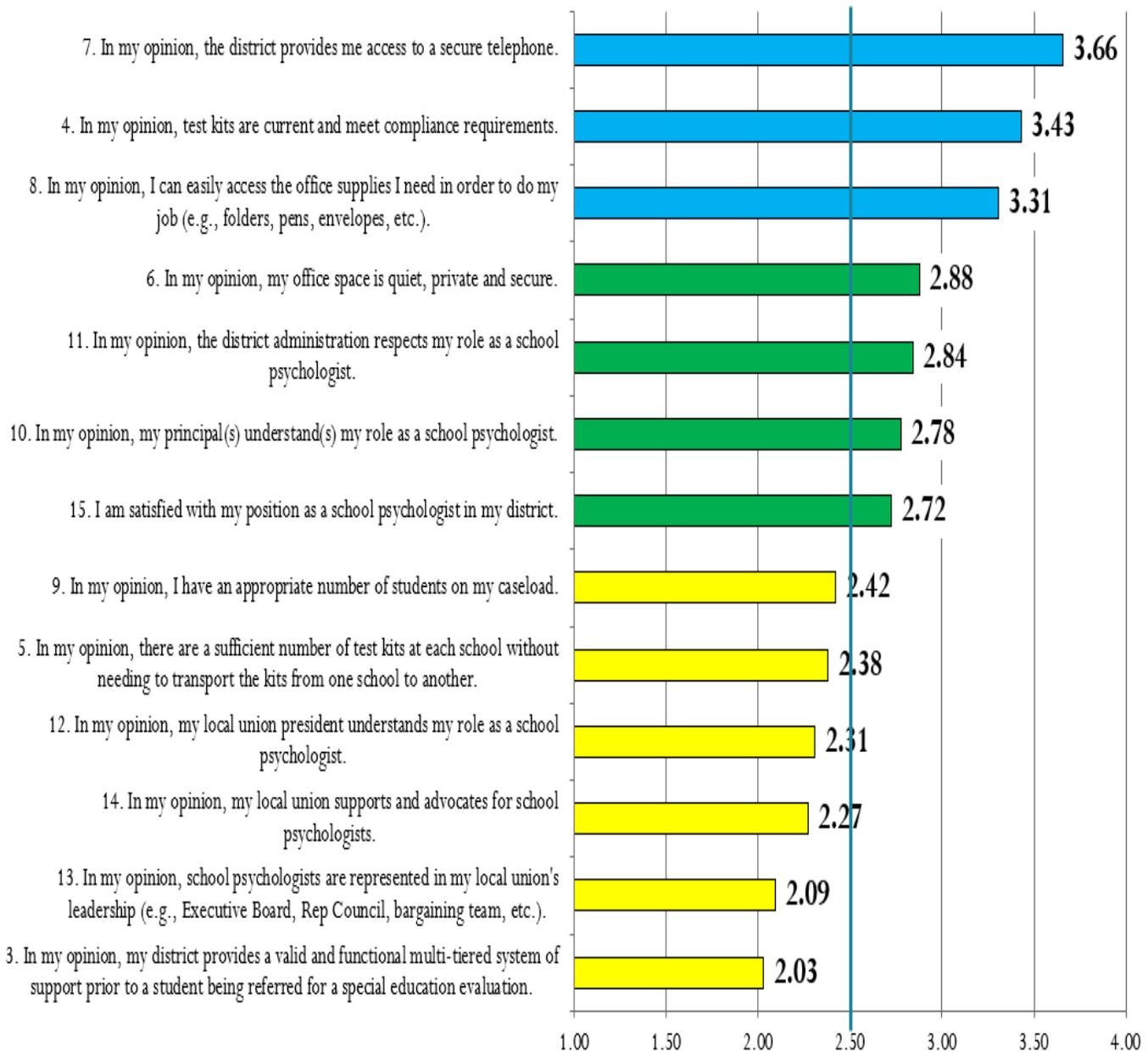
Mark all that apply.



12

# Working Conditions Survey Results

## Rank Order Agreement Means 3-15, page 8



Scale Mean = 2.50

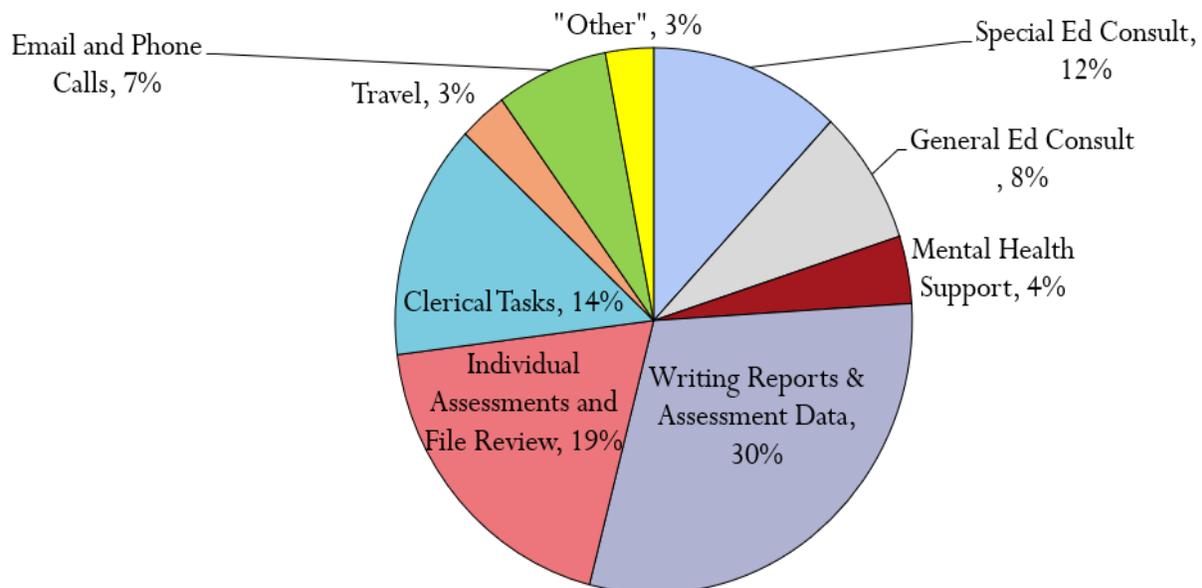
Strongly disagree ← Strongly agree

## Working Conditions Survey Results

### Time Spent: Average Work Week

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)



Note: Respondents were asked to divide their time among activities and ensure their percentages totaled 100%. For those respondents whose total was not 100%, percentages were adjusted proportionally to total 100%.

15

#### Notable comments below are representative of many school psychologists, some are combined:

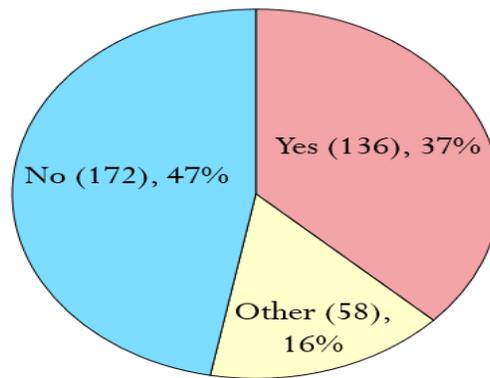
- ◆ Meetings with administration, department meetings. I also spend a SIGNIFICANT amount of time in meetings but usually before and after school. Additional meetings noted: Manifestation Determination, Transition, Pre-referral, PBIS, General Education, Parent, RTI, Threat Assessment, District Representative for IEPs, District Representative for SLP evaluations/IEPs, highly capable selection
- ◆ Home visits, collaborating with administrators/counselors/school resource officers/interventionists/other specialists/community resources and liaisons, dealing with disciplinary issues, assisting with Tier-1 and Tier-2 practices and interventions, participating on the racial equity team, etc. etc.
- ◆ Consulting with parents - Also, my total is more than 100% because I do my report writing at home in the evening and weekends.
- ◆ Recess duty, cafeteria duty, proctoring state examinations, ordering supplies, sweep, mop, take out garbage, vacuum,
- ◆ Responding to behavior issues for all students in a given building, processing through the escalation cycle with them, and debriefing. Helping teams conduct Functional behavioral assessments for non-sped students.

# Working Conditions Survey Results

## Travel

37% of survey respondents are required to travel during the day to different sites on a regular basis.

**Are you required to travel during the day to different sites on a regular basis? (Q16, page 2)**



**Crosstabs:**

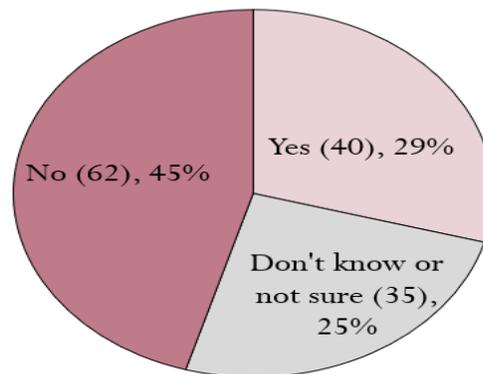
- Background/Training (pgs 10-11)
- District (Q22, pg 20)
- Area of State (Q23, pg 24)
- Number of Schools (Q24, pg 28)\*
- Grade Level (Q25, pgs 31-32)

\* 91% of respondents with 4 schools in assignment are required to travel.

## Travel As Part of FTE

Only 29% of survey respondents who are required to travel during the day have travel taken into account as part of their FTE.

**(Only asked of those who said they are required to travel) Is travel taken into account as part of your FTE? (Q17, page 2)**



**Crosstabs:**

- Background/Training (pgs 12-13)
- District (Q22, pg 21)
- Area of State (Q23, pg 25)
- Number of Schools (Q24, pg 29)\*
- Grade Level (Q25, pgs 33-34)

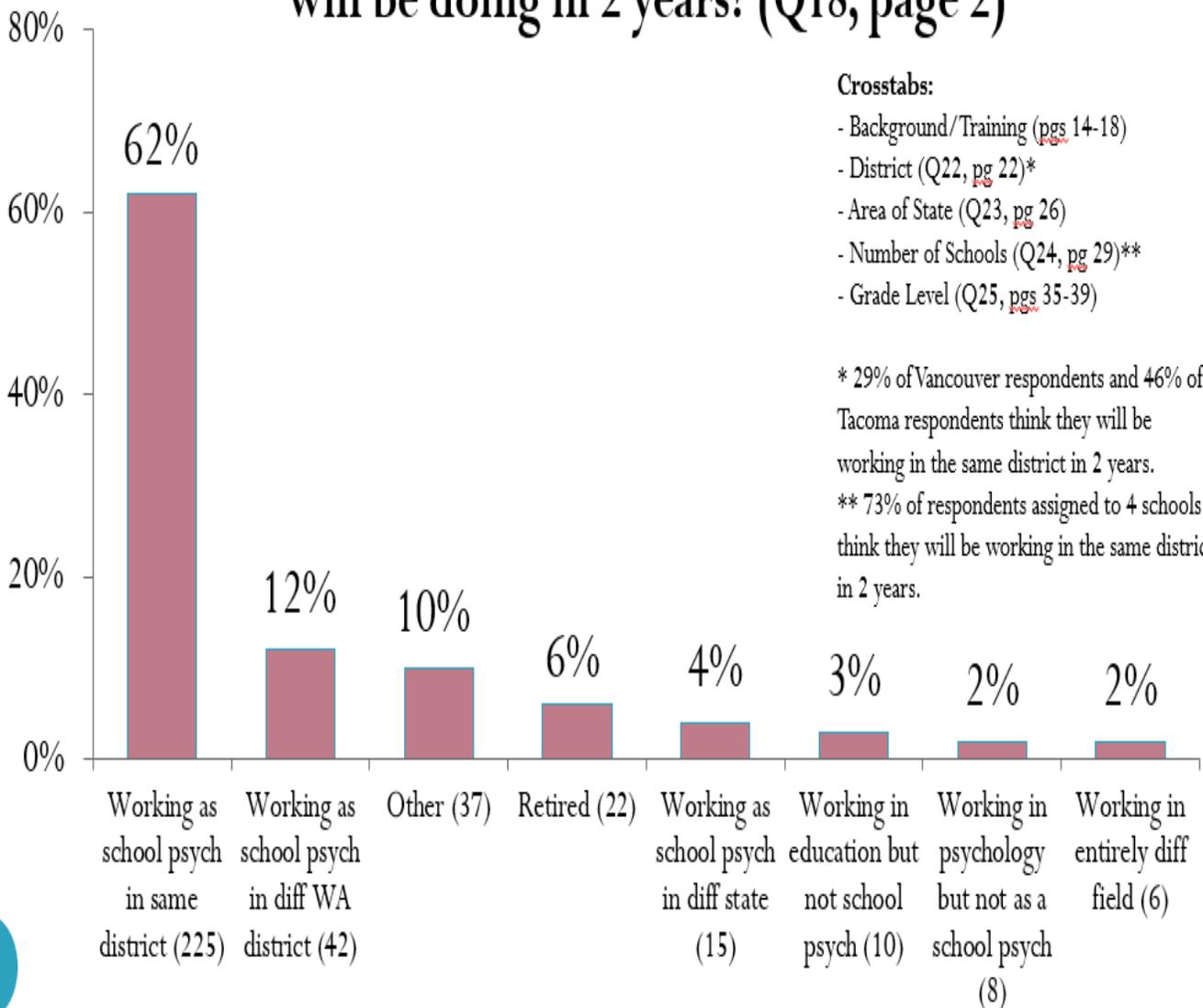
\* 50% of respondents with 4 schools in assignment who are required to travel have travel taken into account as part of their FTE.

# Working Conditions Survey Results

## In Two Years

62% of respondents think they will be working as a school psychologist in the same district in 2 years.

What best represents what you think you will be doing in 2 years? (Q18, page 2)



**Crosstabs:**

- Background/Training (pgs 14-18)
- District (Q22, pg 22)\*
- Area of State (Q23, pg 26)
- Number of Schools (Q24, pg 29)\*\*
- Grade Level (Q25, pgs 35-39)

\* 29% of Vancouver respondents and 46% of Tacoma respondents think they will be working in the same district in 2 years.

\*\* 73% of respondents assigned to 4 schools think they will be working in the same district in 2 years.

## Working Conditions Survey & Contract Language Results

### Average Caseload Reported

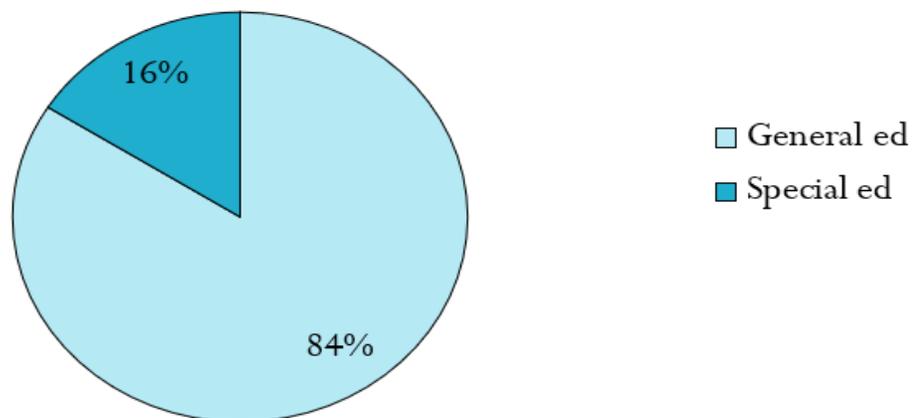
Working Conditions Survey Q26:

Special Education Students = 110

Contract Language Search – 41 School Districts:

General Education Students = 1068

### Composition of Student Caseload



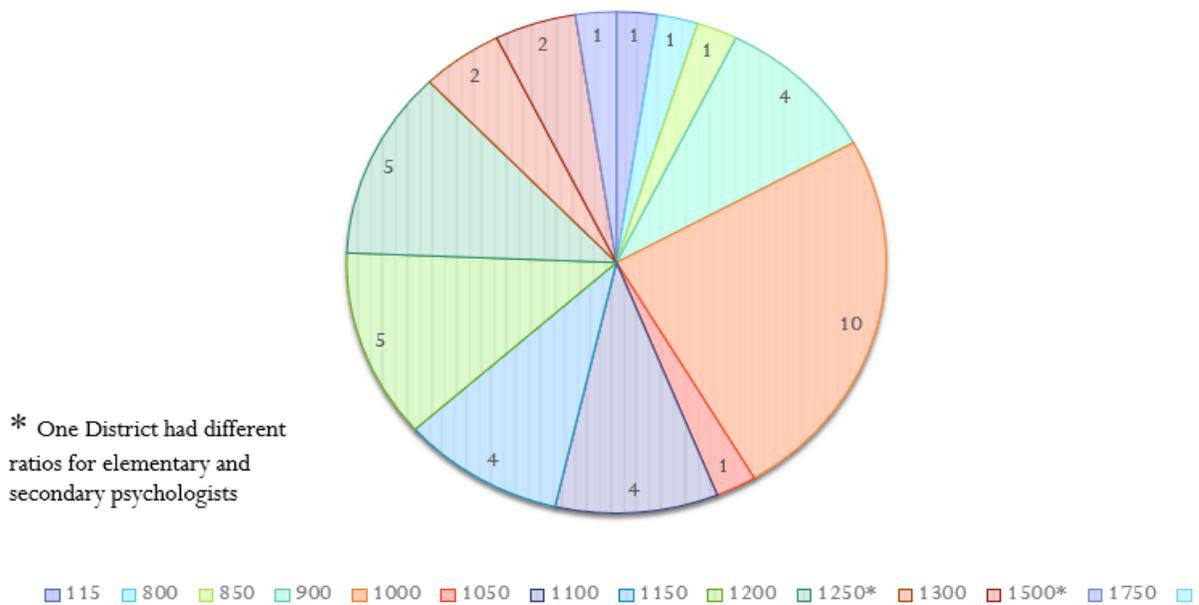
#### Notable comments below are representative of many school psychologists:

- ◆ The message that our local union representatives tell us is that psychologists are such a small group that we don't carry any weight when it comes to bargaining or contractual issues. Our Sped Director for the district is not understood, respected, or appreciated by other district and building administrators. They hear what she says, but then they go and do their own things. The district hounds the special education program for going over our allotted budget and "stealing" from the general ed funds. As a result, we've lost some of the most gifted and talented school psychologists that this state has to offer.
- ◆ Many people are unaware of the role and responsibilities associated with school psychologist. This often results in people overstepping their roles and not respecting the school psychologist. School psych's are also often forgotten about and not included when they should be. When there is not an established procedure for interventions, referrals to special education are often high when they shouldn't be. Not all schools exhaust gen ed resources before referring to special ed. They often think special ed will solve everything. I'm viewed as a test giver and report writer in my district, and I do not get the opportunity to provide mental health services. I wish that could change. My caseload is also too high to provide any extra time.
- ◆ My dissatisfaction with my position is due the type of work I'm doing. I'm becoming burnt out on assessments and report writing. I don't feel like I get to utilize all the skills I was trained in, and I barely feel like I get to work directly with students. Trying to help teachers understand what special education is and why interventions are needed is also becoming tiring; teachers aren't open to doing interventions, aren't willing to learn, and building administration doesn't help to support these efforts. I find myself exploring other career options often.

## Contract Language Search Results

### Contract Language: 40 Districts – General Education Students per Caseload

Number of General Education Students



**Notable comments below are representative of many school psychologists:**

- ◆ We are not represented in our union. We have repeatedly asked for a change in contract language and have met with our union leaders on multiple occasions and have received no changes in our contract. We have also supplied our union leaders with examples of contract language. It is very frustrating. We need lower caseloads and more school psychs! Difficult to do without a change in our contract language.
- ◆ School psychologist have a complex role and in my opinion are neither acknowledged or compensated appropriately for all the additional time spent outside the contract day, as well as after the school year is out completing reports. In many other states/districts, school psychologist (and SLP, OT, PT) are on separate salary schedules/contracts to reflect the unique nature of our roles. In addition, school district are using use too much just as evaluators and not utilizing our expertise with CST, pre-referral interventions, social skills instruction, and behavior intervention.
- ◆ We are short staffed and are trying to do the best we can to help students. Staff members do not understand the amount of work that goes in to a good evaluation and report. Additionally, staff are "the experts" and want a student qualified because "they feel" he should. This causes a lot of frustration and conflict for school psychologist because teachers take it personally if a student does not qualify.

## Contract Language Search Results

# Contract Language: 36 Districts – NCSP Stipends

Additional language regarding NCSP Stipends.

A. The district supports the ESA National Certification Process and will provide for the flow through of all of the state appropriations designated for compensation of those certified employees receiving ESA National Cert = 1

B. 1 time 5% of Salary = 1

C. Equal to the bare National Board = 1

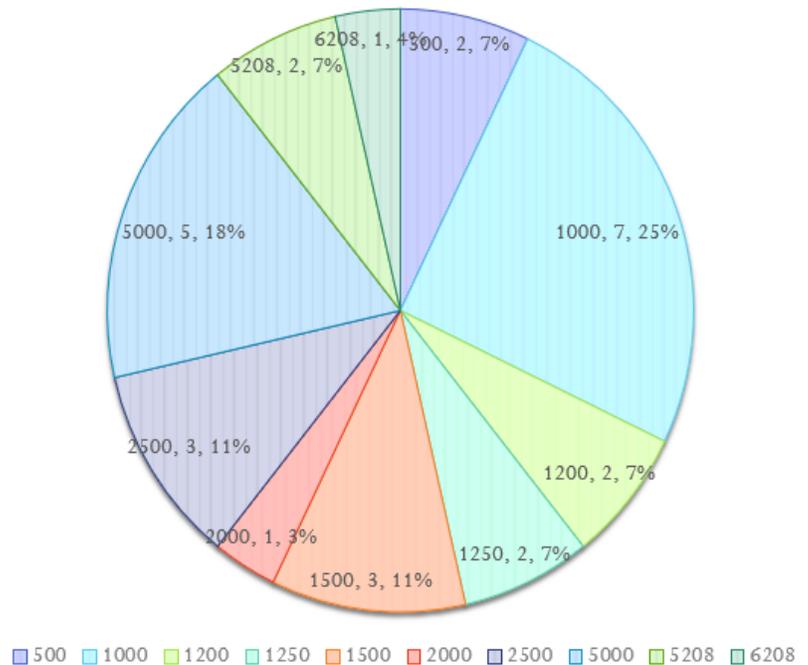
D. When Washington State funds National Certification of for ESAs, the District shall pass through those dollars, minus required state and federal deductions. = 1

E. Equal to the base National Board stipend = 1

F. 2% of individual base salary = 1

G. 1 time 2,000 = 1

NCSP Specific Stipends

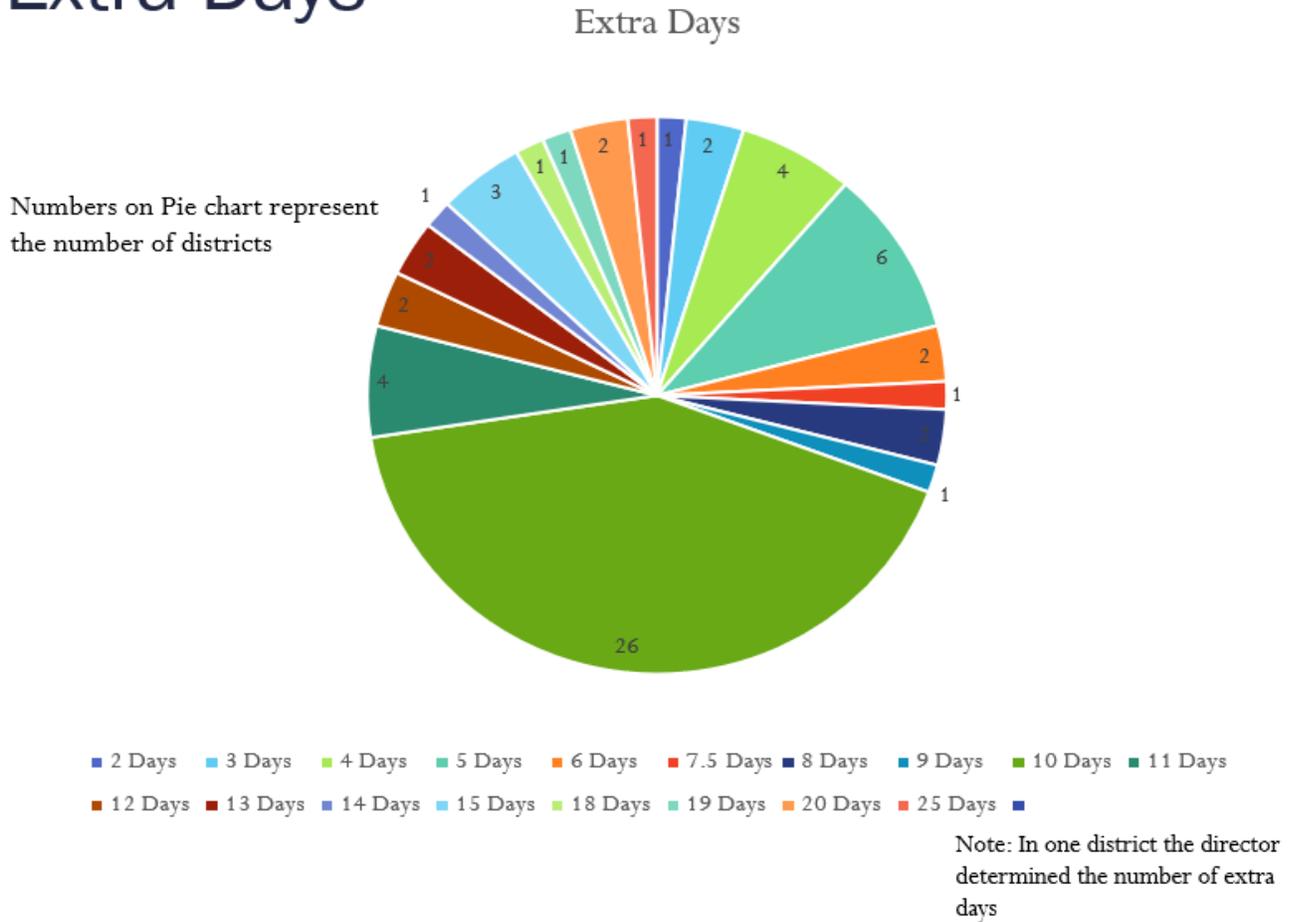


### Notable comments below are representative of many school psychologists:

- ◆ Other states pay more for School Psychologists who have their NCSP and they do not have as big of a caseload. They also have fewer job responsibilities in other states. Washington will continue to have a drainage of school psychologists unless the state steps in and mandates equal pay for School Psychologists (ie. NCSP pay).
- ◆ We do not get equitable pay for our holding our NCSP (district pays \$1200 instead of the \$10000 NBCT holders get). Access to a budget for office supplies (folders, pencils, pens, etc.) Access to more test kits without having to share them with others Decreasing number of students served Increasing direct services and consultation services.
- ◆ I wonder why the state requires the NCSP for the Pro Cert, but then does not make NCSP an equivalent for the National Board stipend. The state rewards other educators for getting highly qualified, but withholds that from psychologists while still having a strict requirement.

## Contract Language Search Results

### Contract Language: 63 Districts – Extra Days



There are many comments by school psychologists that directly speak to how much we want to truly make a difference in the educational system. We have many skills and abilities, which are currently being underutilized. We also have new opportunities to change the system for the better. It truly comes down to effectively addressing the needs of children, and the awareness that there are many factors which impede and impair a child’s ability to access his/her education. We are on the frontlines. Every week we are in meetings, in almost every school in Washington, discussing children who are currently failing in the educational system. And we are also proving that with a united voice, and collaborating with others we can change the system to better support us, and thus support our students.

WSASP leadership is meeting April 14th, 2018 and will recommend contract language for the 2018 WEA Representative Assembly. We will align with NASP recommendations as we take into account the needs of Washingtonian school psychologists. It will take several years, but together we can align the educational system to properly recognized and utilize our skills.



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From Author  
**Samuel O. Ortiz,**  
**Ph.D.**

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