PRESIDENT’S MESSAGE:

Alex Franks-Thomas NCSP
WSASP President
North Thurston School District

Is it just me, or does time not seem to work the way it used to? I wrote my first President’s letter in mid-May, and it feels as though at least a year has passed since then. Each day is filled with a week’s worth of news, changes, and added uncertainty. I’m grateful for the recent focus on self-care in our field and all
of the readily available resources to prevent burnout. In my last letter, I highlighted the three topics and messages that I hope to support and promote throughout my presidency: effective communication, integrating social justice practices, and collaboration with our school psychologist colleagues. I’d like to use this space to share with you the work that has already been done in the last three months and what you can expect from your state association moving forward.

One of my professional passions is effective communication and personal advocacy. I am one of the rare school psychologists who knew that I wanted to be a school psychologist early on in college, and I charted my course accordingly. I had a rude awakening in the beginning of my career, after 10 years of being a school psychologist's daughter (hi, Dad!) and seven years of intensive higher education, when I quickly learned in my first year that most educators did not know the breadth or depth of my professional abilities. After a couple of emotional years, I was given the opportunity to attend NASP’s Public Policy Institute on behalf of WSASP. It was a revelation - here were the tools and strategies to advocate for change and awareness which were missing from our professional training! Since then, I have provided professional development on this topic to graduate students across the state, at WSASP conferences, and even at this year’s NASP convention. This summer, I compiled what I have learned into the WSASP Self-Advocacy Toolkit. I hope this resource will be valuable to you and our colleagues as our role evolves in the time of COVID, and in the years to come with implementation of MTSS and the sunsetting of the discrepancy model.

The WSASP Executive Board also approved a new strategic plan in June, which concisely states our mission, vision, values, and goals for our association and profession over the next five years. The document is located in this edition of the SCOPE and on the front page of the WSASP website. If you have questions about this document, please reach out to your area representative, who can communicate on your behalf to the Executive Board.

In June, the WSASP Executive Board identified social justice as a key value of our association and agreed to operate from NASP’s definition of social justice. The Board also approved the creation of a task force to develop resources, policy, and professional development to support equity, diversity, and social justice in our profession state-wide. Over the summer, 20 school psychologists indicated their interest in participating on this task force, reflecting a diverse group of school psychologists from all across Washington. This group will be guided by the School Psychology Unified Anti-Racism Statement and Call to Action, which was endorsed by the WSASP Executive Board in August. Individuals have the opportunity to endorse the statement and call to action, which I encourage you to consider in your own work.

The last three months have also seen new opportunities for collaboration among school psychologist colleagues in Washington. Our WSASP Facebook Group is very active and has been a valuable resource for learning how other districts are handling back-to-school policies and procedures. I am also pleased to host monthly virtual conversations this year, with a different topic or theme each month. Please register for each month separately to help provide an accurate headcount, ensure confidentiality for attendees, and to provide feedback about potential conversation topics. The WSASP Executive Board also passed social media guidelines, which will help all of us to keep our collaboration positive, supportive, and confidential.
I look forward to (virtually) connecting with you during our Regional Fall Conference October 15th-17th! Our Professional Development Committee has really outdone themselves by hosting a regional conference and working with four other state school psychology associations, as well as the Council for Exceptional Children. Please join me in thanking our all-volunteer committee for their incredible hard work and dedication to supporting our profession!

It has been a very busy first couple of months, and I am fascinated to see what the new school year has in store for us. Please stay in touch! You are always welcome to reach out to me throughout the year by emailing president@wsasp.org or connecting via social media on Facebook or Twitter (@afranksthom). Please find time to practice self-care, and be well. Thank you for the opportunity to guide our association this year through active communication and collaboration, advocacy, and amplifying school psychologist voices from around the state.
MISSION: Uniting school psychologists to support all students through advocacy, leadership, and professional development.

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

VALUES:
Social Justice*
Problem Solving
At a recent WSASP Assessment Committee meeting, members thought it would be a good idea to survey school psychologists about their assessment practices during COVID-19. The first of a series of surveys was completed by 28 school psychologists representing 10 areas of Washington state (range of 1-8 respondents per area). The results of this first survey are found below. We hope you find these data informative and helpful. Please stay tuned for another survey in the winter and a final survey next spring. Our goal is to paint a picture of assessment practices in Washington state during the 2020-2021 school year.

Is your district starting the year with remote, in-person, or hybrid instruction?
Of the 28 respondents, 22 or 79% indicated that their district started the school year with remote instruction. Five respondents or 18% indicated that their district is doing primarily remote instruction, with the exception for students receiving special education services who may be in-person or using a hybrid model. Only one respondent reported beginning the year fully in-person, who was from Area 2, which includes Okanogan, Chelan, Douglas, and Grant counties.
How are you managing assessments in your district?
Approximately half (46%) of school psychologists surveyed indicated that they are doing in-person, or face-to-face, assessments. 33% are using a combination of file reviews, remote assessments, or in-person assessments. For example, one school psychologist shared "We are required to complete assessments that were leftover from the summer by October 9th. We can test in person using social distancing and PPE, or remotely. The district is purchasing iPads for teams to use for assessment, plus a variety of rating scales that can be sent to families remotely." Another school psychologist reported, "We have requested the District create two assessment centers with Q-Interactive, iPads, separate rooms within Bluetooth distance, positive air ventilation." At the time that the survey was completed, five respondents or 18% reported that they did not yet know the district's approach to complete assessments.

Is your district using any remote assessment platforms?
Of the 28 respondents, eight individuals indicated that their district would be using Q-Interactive to administer assessments. Some specified that their district already has been using Q-Interactive so this will be their primary platform. Interestingly, five additional school psychologists reported that they have requested the district purchase Q-Interactive, or that "we've been told we are getting Q-Interactive", "should be getting Q-Interactive", or are "looking into Q-Interactive."
Four respondents indicated that their district is planning to use the PresenceLearning platform. Eleven school psychologists, or 39% of respondents reported that their district is not using any remote assessment platforms.

Does your district use any contract school psychologists or tele-psychs? If so, have they increased during this time?
The majority of respondents reported "no" when asked about contract school psychologists or tele-psychs. Seven individuals endorsed that their district uses contract school psychologists. Only one respondent, who was from Area 9, reported that their district has needed to increase the amount of contract school psychologists during this time. In regard to tele-psychs, only one respondent reported that their district has one and noted, "We hired a tele-psych, but not sure it is working out."

If doing in-person assessment, what are the school psychologists in your district using for personal protective equipment (PPE)?
Based on the responses of the 28 school psychologists surveyed, the most common PPE precautions being taken include: masks, face shields, gloves, and plexiglass shields being provided by the district. Social distancing was also mentioned.
One Area 1c School Psychologist shared, "The district provides masks, plastic face shields, and 2 plexiglass shields (about 4ft square). We have hand sanitizer and surface sanitizers. We are supposed to use rooms where we can sit 6 ft. apart with the shield in the middle. Students must wear masks and have their temperature checked and attest to no symptoms. Same with staff."
Six school psychologists wrote that their district had yet to communicate with them regarding PPE. A few others reported their district had ordered PPE, but they had no specifics on what or when they would receive it.
If doing in-person assessment, are there specific protocols for student COVID-19 health screening?

The most common answer was summarized by an Area 1b school psychologist. “Everyone entering the building has to have a temperature check and answer health related questions before entering.” Five respondents indicated their districts either had no protocols or it was yet to be determined. One respondent indicated parent health attestations were on the “honor system”.

If doing in-person assessment, what protocols are in place for social distancing and sanitization?

The majority of respondents stated that they were unsure of the protocols that would be in place for social distancing and/or sanitization. Most were relying on the student and psychologist to maintain at least a six-foot distance from each other combined with a larger than usual space, a plexiglass divider, hand sanitizer or hand washing, and disinfecting wipes. One respondent indicated that pencils would not be reused but would be offered to the student to keep. The use of iPads also allows for a greater level of sanitization than paper/pencil testing.

How have students responded to remote assessment? In-person assessment?

Most respondents were unable to answer this question as the large majority of those who completed the survey had not yet completed any testing. Only 7 respondents indicated they had completed in-person assessment. One psychologist shared the following helpful information about reading emotions while testing, “I've only tested one student. I notified the parent about the PPE prior to the appointment. I then talked her through it with helpful hints. This included telling her that I couldn't see expressions as easily, so I may not be able to read frustration or stress as easily. I asked her to verbally communicate those things if she could, so I could respond appropriately. She did great, but she was an articulate middle schooler. Additionally, she did very well with the mask and never removed it.”

What have been some notable obstacles or challenges during the assessment process?

26 of 28 or 93% of respondents answered this question with one or more sentences/statements. Two of 28 individuals or 7% wrote "NA." There were three main themes in the responses including the following: 1) we are not assessing or testing yet (7 of 28 or 25%); 2) scheduling and communicating with parents/students about in-person testing (8 of 28 or 29%); and 3) safety and health concerns (7 of 28 or 25%). Each of the remaining four responses or 14% occurred once and included statements such as questioning the validity of test results and giving limited subtests instead of a whole battery.

What has been helpful or what are you hopeful about during this time?

21 of 28 or 75% of respondents answered this question with one or more sentences/statements. Seven of 28 or 25% wrote “nothing,” “NA,” or did not respond. Interestingly, this was one of the top three themes. The other two top themes were the following: 1) communicating and connecting with colleagues, families, and students (9 of 28 or 32%); and 2) WSASP/NASP guidance and assistance (4 of 28 or 14%). Two of the 28 individuals or 7% wrote about access to Q-Interactive. Finally, 6 of the remaining 8 responses or 21% occurred once and included statements such as moving away from testing, district is more responsive, and an action plan.
ONE DISTRICT’S EXPERIENCE WITH IN-PERSON TESTING DURING COVID-19

Meg Iyer, Ed.D, MST, NCSP and Laurie Engelbeck, Ph.D., NCSP
Issaquah School District

In Spring 2020, the Issaquah School District school psychologist’s group started talking about how to conduct standardized assessments while school buildings are closed. While we are able to complete most re-evaluations and some initial evals without standardized testing, some students need standardized testing to establish eligibility. A small work group was formed and considered two options:

1. Testing at a centralized location such as the district office, in the same room as the student, with space and personal protective equipment
2. Testing remotely (telepractice) with the student either in another room at the admin building or at home.

Based upon deliberations and numerous considerations, the workgroup decided that the option of testing in a centralized location such as the district administration building would produce more reliable and valid test results than testing a child in their own home via telepractice. The distractions in the home can impact test performance as well as lead to possible risks to test security. Additionally, telepractice would require a significant level of additional training for school psychologists, as well as training the parent/guardian in the home to assist.

Having decided upon “Option #1,” this group specified 5 areas of focus related to making testing as safe for the student/staff as possible, while also attempting to maintain as much validity and reliability of the testing assessments conducted.

- Environment
- Safety
- Standardization
- Scheduling/cooperation
- Validity/Reliability

ENVIRONMENT:
The school psychologist and the student are in the same room, ideally 6 feet apart across a table with a Plexiglass screen between them. Both wear masks, as able/appropriate for the students. A centralized location, such as the Administration building, with designated conference room(s) would be ideal. The rooms should be set-up for the sole purpose of testing and would be unoccupied unless being utilized for these reasons. If multiple conference rooms are available at the district for testing, this could increase the efficiency and productivity of testing being completed by multiple school psychologists simultaneously.
The group chose our Administration Building, as it is a brand-new building with good ventilation. The district was able to procure Plexiglass screens with a slot at the bottom for materials to pass through.

SAFETY:

- Parents are responsible for verifying that the student is not sick and that no one in the household has recently been sick. A health attestation form is emailed to the parent prior to the testing session and available at the testing site.
- The student and staff are required to check their temperature at the testing site. If it is over 100 degrees, testing does not occur.
- Hand sanitizer and sanitizing spray or wipes are available in the testing area. The room and all equipment are sanitized after each testing session. Any items that were touched by a student, and particularly anything put in a student’s mouth, are bagged and set aside for a more thorough sanitization process.
- We decided that it made the most sense for school psychologists to bring their test kits from their building and be responsible for sanitizing materials. Items that cannot be easily sanitized, such as response booklets, could be set aside for 3-5 days to let any virus dissipate.
- Personal Protective Equipment: Plastic face shields were purchased for school psychologists and masks were available for both students and staff. School psychologists were given the option to drop the mask, using only the face shield, or use a clear mask on certain subtests of an auditory nature (i.e. “Digit Span”) to increase validity and reliability. This would be done at the discretion of the examiner and only in situations where it was deemed necessary.
- Extra sets of Wechsler Block Design blocks are available so that the student and examiner would not touch the same blocks during administration. Also, students were asked to bring their own pencil from home. Prior to the student entering the room, the examiner placed a set of blocks and examinee booklets on the side of the table the student would be sitting.

STANDARDIZATION:

Standard test administration instructions are followed as much as possible. When any changes to standard administration are made, these are noted in the report.

To reduce the need for sharing of materials such as blocks for block design, some subtests might be substituted. For example, the WISC-V does state that this is acceptable from a validity/reliability perspective, although not ideal.

A sample statement was developed for use in the report:

TESTING OBSERVATIONS/NOTE ON TESTING DURING CORONAVIRUS PANDEMIC

Student completed the WISC-V in one session at the district office building on 7/14/20 from 12:50-1:35pm. Due to the corona virus pandemic, strict guidelines for safety were followed throughout the testing. Student wore a mask and the school psychologist wore a mask and face shield throughout testing. In addition, a plexiglass partition with an area to slide through
materials was on the table between the student and the examiner, who were sitting across the table from each other at a distance of six feet. These general testing conditions vary from standardization and may have impacted Student’s performance. In addition, it is recognized that testing during a pandemic may impact scores due to students and staff experiencing heightened stress and anxiety during these uncertain times and testing in an unfamiliar building.

Three subtests did vary slightly in directions/presentation given the current social distancing requirements: 1) On the block design subtest, Student and the examiner each had their own set of blocks. Typically one set of blocks is used for the examiner to model the activity. 2) On the Coding subtest, the sample coding problems were completed by the examiner prior to the test administration and then reviewed with Student. This was done so that Student and the examiner would not be passing the book back and forth. 3) On the Digit Span subtest, the examiner was wearing a mask, and this may have impacted Student’s ability to hear the numbers spoken out loud. This is important to note, as the numbers can only be said once. Prior to starting the subtest, the examiner asked Student if she could clearly understand the examiner’s speech and she indicated that she could. Student appeared to put forth her best effort during testing, even as items increased in difficulty. Short breaks were offered between subtests during which time Student and the examiner engaged in small talk. It was a pleasure working with Student.

SCHEDULING/COORDINATION:
For the summer testing, the district hired a paraprofessional to coordinate the testing schedule, welcome and screen students and staff, and sanitize the rooms. School psychologists were asked to sign up for 2-hour blocks for testing. Since parents provided transportation, the district agreed to pay for mileage.

Now that school buildings are open for staff, school psychologists are asked to work with building staff to reserve a conference room if their office is not large enough and to schedule times with parents and gather health information. Transportation arrangements have not yet been finalized. Either parents will bring students and will be reimbursed for mileage, or school transportation may be utilized.

VALIDITY AND RELIABILITY:
The closer the administration process is to the standardized process, the higher the validity and reliability of the testing. In-person testing, with the environmental, safety, and standardization considerations mentioned above, was chosen as the preferable option during school closures.

OTHER GENERAL CONSIDERATIONS:
We may not be able to address all areas of suspected disability such as speech or motor if those specialists are not ready to do remote or in-person assessments. The team may be able to make some decisions and agree to provide some services, then initiate a re-evaluation to evaluate for additional services at a later date.

In the summer, if parents were not comfortable with in-person assessment, they were given the option to wait until schools re-opened for in-person assessment. Now that it is fall and...
our district is operating remotely, we are encouraging in-person assessment when necessary in order to complete evaluations in a timely manner.

The proposed testing plan was presented to special education administration and to the union where it was included in the bargaining agreement. Our current Memo of Understanding includes the provisions for in-person assessment done by all special education staff (teachers and specialists). Plexiglass screens, face shields, and masks have been provided in all buildings.

**REFLECTION BY MEG IYER:**

This summer I tested several students at the administration building, and in early September I began testing students at my school building. I work with high school students, and our district’s plan has been working really well so far. In the past I worked with students ages 3-5, and I do think that the safety measures, particularly keeping 6 feet of distance and requiring masks to be worn, would be much harder to implement for younger students. I did assess one student this summer who was unable to wear a mask due to sensory reasons. In that case, I notified my supervisor and changed the testing room to the nearest conference room to the main door of the building. I let the paraprofessional and district office staff know in advance so the student was not questioned and so those who felt unsafe could vacate the area. The most important thing I have learned so far is to remain flexible. While most school psychologists are and should be sticklers for standardization, my motto has been “the student comes first”. If we do not at least attempt to assess the students that need it because we are afraid the testing won’t be as accurate and reliable as possible, we aren’t meeting our students’ needs. As always, we need to work as a team to keep a student’s right to be served in the least restrictive environment and recommend the specially designed instruction they need to access the general education curriculum at the forefront.

**TIPS FOR NEW SCHOOL PSYCHOLOGISTS**

**WSASP Retention and Recruitment Committee**

Members of the Retention and Recruitment Committee, along with a few other WSASP Board members, were asked for thoughts about their jobs and what makes it easier. The school psychologists who responded represent districts from the east and west sides of Washington State and have been practicing from 3 - 31 years. Most of these school psychologists reported that they spend most of their time in **Assessment** (including report writing and results meetings) and **Consultation**.

School psychologists were asked about:
1) Most important trait, characteristic, or work habit that a school psychologist should cultivate to be successful in the role
2) Issues or challenges in your school sites and how you resolved them:
3) Strategies to help you balance caseload and stay on top of workload:
4) What has helped you connect to your school team more effectively over time?
5) What has changed for you over the years in terms of your practice of school psychology?
6) Is there any additional advice would you give to an intern or new school psychologist based on what you’ve experienced?

Click here to see responses.

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**ADVOCACY CORNER: UPDATES FROM YOUR GOVERNMENT AND PUBLIC RELATIONS COMMITTEE**

Carrie Suchy, NCSP,
GPR Co-Chair
Franklin Pierce School District

Though the legislative session is over, your Government and Public Relations Committee has been busy. We have created more resources for school psychologists to use in their daily practice when advocating for our students and our profession.

First, WSASP President Alex Franks-Thomas, who is also a long-standing member of this committee, has put together a Self-Advocacy Toolkit to help you in all of your day-to-day advocacy work. As school psychologists, we are constantly advocating, whether for the rights of our vulnerable students or our right to appropriate working conditions. This toolkit will provide reminders for communication essentials, how to develop an advocacy message, and provide a framework for implementing change, no matter how big or small.

Second, in the Summer of 2015, Carrie Suchy, NCSP, and Erin Romanuk, then president of the Washington Association of School Social Workers, called together the first meeting of what would become the Educational Staff Associates Behavioral Health Coalition (ESA BHC). The coalition membership consists of representatives from the professional organizations representing School Psychologists, School Social Workers, School Counselors, and School Nurses in the state of Washington. Everything produced by this coalition is approved by all four professional association's executive boards.

As a result of the COVID-19 Pandemic and resulting school building closures, the ESA BHC reconvened and wrote a Position Paper addressing *The Importance of School Employed Behavioral Health Professionals in Supporting Students, Staff, Families, and Communities During COVID 19*. Please use this resource and share it in your advocacy efforts and to inform your practice during this ongoing crisis. Additionally, resources previously created by this group are also available at the ESA BHC page of the Advocacy Action Center on the WSASP website.

Finally, GPR is preparing for the WSASP Fall Conference, which has grown to something quite incredible this year! We are excited to again offer a session at the WSASP Fall Conference. WSASP President Alex Franks-Thomas will be presenting *Enhancing Your Value With Decision-Makers Through Individual Advocacy*. 
Abstract: Our educational landscape is beginning to shift dramatically in Washington State. As new policies and procedures around MTSS, RTI, and SLD identification begin to roll out at the state level, it is crucial that school psychologists have strong communication skills to articulate their role and contributions to school and district systems. In this session, participants will learn how to link their training and skills to the district or building priorities, as well as how to connect with key decision-makers surrounding the school psychologist role. This interactive session will teach participants the fundamentals of good communication and professional advocacy planning, message development, and implementation. This session is ideal for graduate students and early-career practitioners, as well as anyone struggling to make a systems-level change in their day-to-day work.

Additionally, we will have a virtual version of our annual Postcard Writing Campaign to help facilitate every Washington school psychologist in attendance at the fall conference to contact their elected officials. We hope to connect with you all at the Virtual Fall Conference!

To receive direct emails with advocacy action requests, make sure you edit your WSASP profile online to include a personal email address, as we cannot use work email addresses for political action. Also, be sure to join the WSASP Facebook group to stay up to date on advocacy action requests. If you are interested in participating in the GPR Committee, please contact gpr@wsasp.org.

THE ROLE OF THE WSASP ETHICS CHAIR

Michael Kirlin M.S.
WSASP Chairperson of Ethics and Professional Practices
Tacoma School District

As Chairperson of Ethics and Professional Practices, I periodically receive information that warrants some kind of a response due to the nature of the information provided. Some questions and concerns related to professional practices and ethics are addressed by colleagues who participate in social media connected to WSASP, and there is no need for further elaboration from me. There will be times when a response reflecting the mission of WSASP is needed. In those cases, a protocol of response has been developed specifically to ensure that transparency between the Ethics Chairperson and WSASP leadership is clear, and feedback is professional and reflective of the mission of the organization.

Responsibilities of the Chairperson of Ethics and Professional Practices

The Chairperson for Ethics and Professional Practices is responsible to offer timely feedback about professional conduct and challenges faced by school psychologists in the State of Washington. The Chairperson bases feedback on guidance provided by the National Association of School Psychologists (NASP), as outlined in the NASP 2020 Professional Standards, which includes Principles of Professional Ethics. The Chairperson is also responsible for providing at least one yearly presentation on professional ethics that is three hours minimum in length to fulfill continuing national certification standards. The Chairperson is expected to participate as the WSASP representative of the Admissions and Professional Conduct Advisory Committee (APCAC), a group that generally meets twice yearly and is
Appointment of the Chairperson of Ethics and Professional Practices

The Chairperson is appointed by the WSASP president for a term of 3 years.

Responding to Ethical and Professional Practice Concerns

Below is an outline of the WSASP model for involvement when a direct response from the Ethics and Professional Practices Chairperson is needed. We hope this model helps our organization's members know what to expect from the Ethics and Professional Practices Chairperson and the WSASP leadership team when ethical matters arise.

Concerns pertaining to ethics and professional practices may come from school psychologists, other educators, parents, students, private clinicians, and any other individuals who provide feedback and express concern about conduct of a school psychologist. Concerns may be based on the direct work of a school psychologist in an employed position, as well as in volunteer, private practice, or other activities where the role of the school psychologist is represented.

As soon as possible, but no later than within fifteen (15) calendar days following the report of a concern that warrants the attention of the chairperson for ethics and professional practices, a written response will be provided. This guideline of fifteen (15) calendar days is adopted because responsibility to investigations of professional conduct in the schools in Washington State are generally required to be completed within this period of time. This guideline promotes accountability of the Chairperson to respond to concerns efficiently and be able to transition to other concerns as they arise.

NASP Professional Standards: Principles for Professional Ethics

WSASP adopts the National Association of School Psychologists (NASP) standard to determine when the individual conduct of a school psychologist does not appear to be becoming of a qualified professional in this role. Four broad themes are included as part of the principles for professional ethics:

I: Respecting the Dignity and Rights of All Persons
II: Professional Competency and Responsibility
III: Honesty and Integrity in Professional Relationships
IV: Responsibility to Schools, Families, Communities, the Profession, and Society

The Chairperson of Ethics and Professional Practices will provide the written response to concerns in question to the president of WSASP, the president-elect of WSASP, and the most recent past-president of WSASP. The necessity of this group is to provide transparency to the concerns provided to WSASP leadership and to provide collaborative discussion to resolve concerns expressed as efficiently as possible. Addressed specifically in any response will be whether concerns in the four broad theme areas provided by the NASP Principles are present. A final draft will be sent to the WSASP President. Copies of the final draft will be sent to the
When responding to a concern, WSASP leadership and the Ethics Chairperson are mindful that our organization is unable to impact any decisions that may follow. We will provide a response and feedback. Further responses to questions about ethics and professional practices lie with school districts and other employing agencies, and feedback from WSASP could be used to offer further guidance. However, it is not the role of our volunteer organization to impact the practices of school psychologists.

We are an organization whose focus is to promote our positions in Washington State and to help school psychologists become increasingly effective over time. We want school psychologists to reach out to WSASP as a trusted source of information and support for ethics questions and any other matters impacting our roles.

RETENTION AND RECRUITMENT UPDATES

Laurie Harrison, Ph.D.
Retention & Recruitment Committee Co-Chair
Spokane Public Schools

The Retention & Recruitment Committee has developed a plan to address the needs of WSASP members in numerous areas. Read below for details on the mentorship program, our recruitment initiative, and how to connect with us at the Fall Conference.

Mentors and Mentees
Mentors and mentees can now connect on the main page of the WSASP website! Start at the Career tab, use the drop-down menu to go to the Mentorships section, and fill out the Mentor or Mentee form, which will then populate into a section for you to find a person who is a good fit for you. [https://www.wsasp.org/Mentorship](https://www.wsasp.org/Mentorship)

For Mentees: WSASP recommends choosing a mentor from within your own district, because each district has unique characteristics. However, you will have the opportunity to access individuals who have similar interests regardless of district. School psychologists who have moved into our state, changed districts, and new school psychologists are welcome to fill out a Mentee form.

Only new school psychologists who want to maintain their NCSP's will need to fill out the NASP Mentor paperwork at [https://www.nasponline.org/standards-and-certification/national-certification/ncsp-renewal](https://www.nasponline.org/standards-and-certification/national-certification/ncsp-renewal). This is the mentee's responsibility and not the mentor's. WSASP will not be connecting individuals, but through the specific lists, you can contact the person directly.

For Mentors: We are looking for mentors! Please consider signing up to support our peers.

Promotion of School Psychology
As you know, many individuals are not aware of school psychology as a career option. To address this, school psychologists around the country are presenting to students in college, high school, and even middle school on what it means to be a school psychologist. Once in-
person school resumes, the Retention & Recruitment Committee will ask for interested WSASP members to give these presentations to recruit the next generation of school psychologists (you will be provided with a powerpoint and an online training beforehand). We also recognize that it is expensive to move forward with a graduate degree, and we are exploring scholarship options to publicize to potential school psychology students both in these presentations and on the WSASP website.

**Fall Conference**
Join us at the Fall Conference ([https://www.wsasp.org/Fall-Conference](https://www.wsasp.org/Fall-Conference))! We are hosting two social hours: one for Mentees/Mentors to connect and another for those who wish to participate in a retention and recruitment discussion. Please join us for the retention and recruitment discussion to help us ensure we have the information needed to meet the needs of our peers.

**Coming soon:**
Next up, the Retention and Recruitment committee is collecting information for future issues of the SCOPE as well as the WSASP Website. This includes tips for organizing and managing caseloads, as well as strategies to attract and retain school psychologists.

**SCHOOL PSYCHOLOGY CERTIFICATION 101**

Carrie Suchy, NCSP
Franklin Pierce School District

School psychologist certification processes have recently gone through some changes. We wanted to provide members with a quick reference for certification and recertification rules as they are right now. For school psychologists who are also members of the Washington Education Association (WEA), there is a new Educational Staff Associate (ESA) Certification 101 course that you can take for free! This includes three clock hours, and in the time of the COVID-19 Pandemic is being provided virtually. I am an instructor for this course and would love to see you in a class! See the [WEA Professional Development](https://www.wsasp.org/Fall-Conference) page for information on sessions once they are scheduled for the fall.

First and foremost, it is important for school psychologists to understand that certification requirements can change as frequently as every two months in the state of Washington. Please make sure that you are up to date on the requirements when you are approaching your renewal date. This information can be found at the [OSPI Certification page](https://www.wsasp.org/Fall-Conference). The staff who work in the OSPI Certification office are also very helpful if you have any questions.

[Click here for more information](https://www.wsasp.org/Fall-Conference)
Approximately 1100 school psychologists and other educators currently receive 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 criterion, 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 are not 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.
8) WSASP address is: 816 W Francis Ave, #214, Spokane, WA 99205
   * For rates and conditions please email: SCOPE@wsasp.org