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Statement 2

NASP Leaders have adopted five strategic goals that guide the association's work. In your state, what are some gains being made in school psychology practice related to these goals, and what are some pressing challenges?

In the summer of 2020, the ISPA board met and updated our constitution and strategic goals to align more with NASP's Standards and goals. With the help from NASP's Assistance to State Chair, we were able to create the beginnings of a strategic plan. Through the process of looking at our goals, we decided to add a social justice goal and then created a social justice task force. This task force created a resource page on our website that Idaho School Psychologists Association (ISPA) members can easily access with a list of books, articles, podcasts, and a wealth of other resources that they can use to increase and improve their knowledge related to discriminatory practices and social justice. I also just started an equity, diversity, and inclusion virtual book study with school psychologists from across the state focusing on the book *Unequal City*.

Another gain being made in school psychology related to NASP goals in Idaho would be in mental/behavioral health. This year's conference was in collaboration with school counselors and school social workers as the initial year of a 5-year contract with the Idaho AWARE Project. This conference offered professional development related to mental health and provided opportunities to collaborate with fellow mental health provider organizations. In addition, a few of our board members are working on task forces with the State Department of Education on school safety, crisis prevention and intervention, and social emotional learning.

Leadership development is another strategic goal that we have been making some gains on in our field. School psychologists from across the state are working with Idaho Special Education Support and Technical Assistance (SESTA), the Department of Education, and Idaho State University to improve our practicum and internship graduate students' and early career school psychologists' experiences with the hopes of retaining school psychologists in our state and building leadership skills.

Challenges that are still in place in Idaho would be related to the workforce shortages and NASP Practice Model. We continue to face struggles in hiring and retaining school psychologists in our state, particularly in our small rural districts. We continue to advocate for more school psychologists at the district, state, and federal levels. We are also working closely with our only graduate preparation program – ISU - to improve the pipeline for our field. A recent challenge we encountered as a state was the attempt to lower the standards for the School Psychologist Endorsement and the Interim Certificate of School Psychologist Endorsement. School psychologists and other stakeholders from around the state rallied together and sent emails during the public comment sharing concerns with the harm that this would cause in our schools. This document is now at the State Board of Education, so we will continue to watch and advocate to keep the standards at the appropriate levels.

Lastly, we are trying to become more visible and spread the word at the district, state, and federal level that we do more than just test by presenting to various stakeholders about the NASP Practice Model.